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A report of a project supported in part by the Cooperative Research Program of the Office of Education. An exploratory study of factors that have influenced Minnesota faculty members in choosing college teaching as a career, the nature of their background and training, their present job responsibilities, their attitudes toward college teaching as a career, and their ideas for attracting qualified candidates to academic careers.

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JOB MOTIVATIONS AND SATISFACTIONS OF COLLEGE TEACHERS

A Study of Faculty Members in Minnesota Colleges

by
Ruth E. Eckert and John E. Stecklein
University of Minnesota

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
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FOREWORD

THIS MONOGRAPH is a report on Cooperative Research Project 169, entitled *An Exploratory Study of Factors Influencing Choice of College Teaching as a Career*, conducted by Drs. Ruth E. Eckert and John E. Stecklein of the University of Minnesota. The report summarizes the results of an earlier study as well as the data collected in this project.

Information is urgently needed that will assist in recruiting and training additional college teachers to meet the needs of rising enrollment in our institutions of higher education. Although this report deals with colleges and universities in just one State (Minnesota), the findings appear to have national significance for securing staff of the size and quality required by the tasks ahead.

One of the first steps in solving some of these problems is to explore the present status of the field. This study was designed to determine some of the reasons of present college teachers for entering the field, the nature of their background and training, their present job responsibilities, their attitudes toward college teaching as a career, and their ideas for attracting qualified candidates to academic careers.

DAVID L. CLARK *Director,* *Cooperative Research Branch*	JOHN G. LORENZ *Acting Assistant Commissioner for Research*

ACKNOWLEDGMENTS

THE RESEARCH STUDY reported in this monograph was made possible by a grant from the Cooperative Research Program of the U.S. Office of Education. State and university advisory committees helped to determine the scope of the study, to develop the instruments, and to enlist the cooperation of faculty members in this project. Special thanks are also due to the presidents and deans of the 32 cooperating colleges, and to the more than 700 college teachers who participated in this study.

Dr. Cornelia McCune and Helen Berwald interviewed faculty members; Mildred Hillestad, John Kendall, Charles Schumacher and H. Bradley Sagen assisted in the coding and the analysis of data.

Faculty members in the following Minnesota institutions of higher education participated in this study:

Private liberal arts colleges:

Augsburg
Bethel
Carleton
Concordia
Gustavus Adolphus
Hamline
Macalester
St. Benedict
St. Catherine
St. John's
St. Mary's
St. Olaf
St. Scholastic
St. Teresa
St. Thomas

State colleges: **Bemidji, Mankato, Moorhead, St. Cloud, Winona.**

***Junior colleges: Public*—Austin, Brainerd, Ely, Eveleth, Hibbing, Itasca, Rochester, Virginia, Worthington; *private*—Bethany-Lutheran, Concordia.**

***University of Minnesota* (Minneapolis, St. Paul, and Duluth campuses).**

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CHAPTER I

Purposes and Procedures

AMERICAN COLLEGES AND UNIVERSITIES face great problems in the coming decade, but none more serious than that of recruiting and holding top-quality staff. This study explores (*a*) the reasons of present college teachers for choosing this field, (*b*) how they now feel about their jobs, and (*c*) what ideas they have for attracting qualified candidates to academic careers. Although the investigation was limited to higher institutions in a single State (Minnesota), the findings may have wider significance in building staffs of the size and quality demanded by the tasks ahead.

IMPORTANCE OF STUDYING COLLEGE FACULTY MEMBERS

Faculty members in American colleges and universities, today about 300,000 persons, constitute one of the largest groups of professional workers, second only in size to elementary and secondary school teachers. They hold an even more strategic position than the number suggests, since they are the vital energy-core for developing America's talent resources, discovering new forms and uses of knowledge, and raising the general cultural level of the Nation.

In spite of this, little systematic study has been given to problems associated with recruiting and holding able men and women in college teaching. Questions to which answers are needed include the following: Why do people choose college teaching as a career? From what kinds of family and social backgrounds do college faculty members come? How much active recruitment to this field occurs? What are the primary satisfactions associated with college teaching? What conditions, in the judgment of present faculty members, tend to discourage persons from entering the field or from remaining in it? The present study was designed to obtain information on these and related points.

Adding special urgency to this search was the fact that Minnesota institutions of higher education, like those elsewhere, are already confronted with serious staff shortages in some departments. American colleges and universities will need many more faculty members in the decade ahead. Estimates of the new teachers required by 1970 range from 180,000 (Berelson, 1) to 484,000 (Strothmann, 38), depending upon assumptions made about the size and distribution of the student population and the kinds of instruction that the colleges will provide. It will be important to recruit a strong corps of fully qualified persons, who as "scholar-teachers" will give character and distinction to academic programs during a period when tens of thousands of part-time and lesser-trained faculty members must be employed.

NEED FOR A BETTER UNDERSTANDING OF CAREER CHOICES

Surprisingly little is known about the dynamics of vocational choice, despite the fact that a person's status and general way of life in modern American society are largely determined by his job classification (Super, 39). Only in the past two decades has any systematic study been given to the process by which individuals move from early "fantasy" choices to selections better suited to their individual abilities and aspirations and to the society's need for such service.

Judging from studies of other professional groups (Merton, 25; Roe, 30) and some initial examination of academic men and women (Berelson, 1; Clark, 3; and Gustad, 19), selection of college teaching as a career and continuance in it are probably outcomes of a complex set of forces operating over long periods of time. As Ginzberg (15), Hughes (20), Super (39), and others point out, a career decision actually represents many choices made by an individual over a considerable period, each serving to narrow his occupational area, and then successively the kinds of jobs and positions that he might take within that area.[1] Thus the individual's own attitudes, goals, and personality interact with parental values, education, and socioeconomic status and with peer, teacher, and general school and community experiences, to lead him to select a particular college (Thistlethwaite, 41). These factors, plus factors resulting from his decisions on going to college, influence his choice of a major field and his acceptance of a particular kind of job following graduation or his entry to graduate school. Again, satisfactions derived from these activities, as well as circumstantial factors, such as the closing of certain other career opportunities or the unsolicited offer of an academic position, may help to further narrow his decision to some phase or aspect of college teaching. His affiliation with a particular institution and continued service there will similarly depend on how well his own interests and needs are fulfilled and on what other people think of his performance.

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[1] Following the practice of other writers (e.g. Super, 39; Tiedeman, 40), the terms "occupation", "job", and "position" are used in this report to suggest progressively narrower definitions of work activities. All individuals who hold academic positions in recognized higher institutions are classified in the Dictionary of Occupational Titles (U.S. Employment Service, 42) as "Teachers, college or university" although some give their time predominantly to teaching and others to research, counseling, or allied activities. "Job" is a much more specific term than "occupation" or "profession", since it normally designates the work expectations set for "a composite of positions" within any occupation, as, for example, for different types of engineers, physicians, or college teachers. In the present context it might refer to the services expected of teachers in particular disciplines, with further possible subdivisions based on type of institution and the academic rank associated with such services. The term "position" is usually reserved for a specific job; i.e. serving in a given institution with a uniquely defined set of responsibilities.

Although the questions asked in the Minnesota study were not specifically directed to participants as teachers in a given field, many of their answers were unquestionably colored by their disciplinary affiliation. In fact, many of the faculty members interviewed seemed to perceive themselves chiefly as chemists, historians, philosophers, or other types of specialists, rather than as "college teachers." Hence the term "job" has been used most of the time to characterize motivations and satisfactions associated with faculty service, although some attempt has been made to identify elements which may characterize college teachers as a general occupational group. Occasionally the term "career" has been substituted for "job", as is done in the literature, although in a strict sense this refers to occupational development over time, and thus may encompass a sequence of different occupations, jobs, and positions.

Based on reports given by persons already teaching in college, the present study cannot probe deeply into the problems associated with this particular career decision. Developmental studies, extending from early childhood to the time when college teachers become fully committed to their career, will be required to identify and illuminate the factors contributing to this choice. But perhaps by suggesting the complex nature of the decision-making process and the rewards associated with teaching service, the present study can stimulate more fundamental types of research.

OBJECTIVES OF THE STUDY

The current research project had three purposes; namely, to contribute in a modest way to an understanding of the job motivations and satisfactions of college teachers, to provide clues that might aid in recruiting and preparing new faculty members, and to generate hypotheses for more intensive studies of these problems.

Hypotheses guiding the study.—Conjectures or hypotheses which guided the development of the study instruments were:

1. College teachers are an upwardly mobile group, drawn predominantly from lower-middle and middle-class homes.
2. College teachers choose this career rather late, typically several years beyond the time when students are recruited to comparable professions; hence college teaching usually represents a second or third career choice.
3. College teachers are seldom actively recruited to this field; they come because of a growing interest in scholarly activity or teaching, or because other career doors close.
4. College teachers are likely to return to the same general type of institution in which they took their undergraduate training.
5. College teachers' satisfactions with their jobs tend to center around the nature of the activities they perform rather than the external conditions or rewards.

Because the present study sought to throw light on these and other hypothesized relationships, rather than to subject them to rigorous test, the statements were not cast in the usual *null* form, nor were statistical thresholds specified for their rejection. The lack of outside reference groups, composed of persons of equal potential in other fields, also precluded any sweeping generalizations about college teachers. But all the information collected was studied to gain some insights into the aspirations and values of college teachers in general and of particular groups or classes of instructors. The present report also summarizes some results of experience related to the questions and procedures involved that may aid future investigators in this area.

Plan of Study

Since Minnesota's public and private colleges had collaborated many times in studies of the State's educational needs and resources, the present project was planned and executed cooperatively. The Association of Minnesota Colleges, which at the time of the study included 32 recognized junior and senior institutions, approved the investigation and provided a consultative committee of seven members to advise the principal investigators. A special University of Minnesota committee, also consisting of seven members, advised on a number of points concerning the collection of data from staff members. The Bureau of Institutional Research at the University supplied the necessary personnel and facilities, assisted by a grant from the Cooperative Research Program of the U.S. Office of Education.

Earlier study

Two years earlier all Minnesota institutions offering baccalaureate and advanced programs had participated in a study of faculty members in schools and departments of education, sponsored in this instance by the National Society of College Teachers in Education. In preparation for that study, relevant research had been reviewed, and hypotheses formulated to suggest possible similarities and differences between teachers in education and those in the other academic disciplines. The statement of hypotheses was reviewed by approximately 50 people throughout the country, who individually recorded their judgments on each of the suggested hypotheses. Analyses of the ratings showed great variety in perception of the origins, personal characteristics, and professional satisfactions of Education faculty members but full agreement on the need for looking into these questions (Eckert, 7). In consequence, pilot studies of college teachers of education were launched in three States, utilizing a questionnaire developed by the senior author. The most important outcome was probably the stimulus given to a broader study designed to include persons working in many fields and levels of higher education. Interest in such a project within Minnesota and nationally, encouraged the investigators to plan the present study.

Development of instruments

The questionnaire of the earlier study was useful for reference in developing a new 4-page printed questionnaire (see Appendix) which elicited facts and opinions on a variety of questions, from family background and reasons for choosing this field to the nature of the respondent's present position and his appraisal of college teaching as a career.

Semistructured interviews were conducted later by two trained interviewers who visited the various campuses and talked with selected individuals. Although the interviews were no substitute for the earlier quantitative analysis, they validated the questionnaire data and provided additional impressions for use in interpretation.

Following these discussions, which typically lasted an hour, the interviewers not only tape-recorded their notes but also summarized their impressions in a series of ratings on interview conditions, general personality characteristics of the subject, and his attitudes toward students, research, his present job, and himself, to cite four of the nine scales involved. Two other persons later reviewed each interview transcript, to assess the general consistency of these observations with the questionnaire findings,[2] and to identify new ideas or interpretations.

THE SAMPLE

Subjects in this study were full-time faculty members in Minnesota's 32 private and public colleges who were teaching at least one course at the time of this study (fall 1956). Preliminary letters sent to college presidents and deans explained the purpose of the study and sought their help in getting faculty cooperation. Carefully edited faculty lists submitted in response to this invitation gave each faculty member's name, sex, earned degrees, academic rank, and major subject field. Persons not on full-time appointment or not currently teaching at least one class were usually identified, so that they could be excluded from the sample.

Using these edited lists and Fisher's tables of random numbers, a 25-percent sample was derived of teachers in 4-year colleges, subdivided to assure proportionate representation of each academic rank in each institution. Since Minnesota has only a few small junior colleges, all their full-time teachers were included, but the returns were always analyzed separately from those supplied by teachers in baccalaureate or advanced programs.

Letters and copies of the printed questionnaire were then sent to the 775 persons in the selected sample (from 4-year colleges and from junior colleges), 23 of whom were dropped later because their returns showed that they did not meet the dual requirements outlined above. Questionnaire respondents were not asked to sign their names; however, a coded number summarizing their sex, academic rank, type of college, and teaching field was included for use in later analysis. This identification also permitted followup of persons who did not return the blank promptly.

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[2] On all but one of the factual items included in the questionnaire and interview reports, the agreement was very close, suggesting that a brief printed form elicits such information as accurately as the more time-consuming interviews. On the remaining question, relating to the time when the individual first thought seriously of college teaching as a career, some individuals reported differently on the two occasions, but no systematic difference was found for the interviewed cases as a whole, and thus it did not affect the general picture drawn in this report. On items inviting free comments, there was less agreement, partly because the questionnaire provided limited space for such responses. Although answers given on the blank were usually repeated in the interviews, some were mentioned much more frequently in the face-to-face situation, and certain others were cited only in this context. (The questionnaire was thus not as useful a means as the interview for exploring the individual's thinking about the motivations and satisfactions associated with his career choice.

The encouragement given on local campuses and three followup inquiries undoubtedly helped to boost the returns to the 94-percent figure reached. The use of line drawings in the covering letter and in the questionnaire, to represent the "academic man" in and outside the classroom, added a human interest factor which may also have enlisted cooperation. Even without these devices, the percentage of responses would probably have been quite high, judging from college teachers' spontaneous expressions of interest in the problems studied.

Of the 706 eligible faculty members who replied, 576 were teaching in 4-year colleges and 130 in junior colleges. Statistical tests showed that the respondents were adequately representative of the total sample with respect to academic rank, sex, subject field, and type of college—the four points investigated. College teachers in public higher institutions constituted 64 percent of the sample, a figure close to the proportion of regular degree students (69 percent) currently enrolled in these colleges.

Analysis and Presentation of Findings

Data from the questionnaries were coded and punched on IBM cards and tabulated by sex, major teaching field, type of institution, and other variables that were hypothesized to bear some relationship to the selection of college teaching as a career. Statistical analyses included the computation of measures of central tendency and variability, tests for statistical significance of percentage differences, and the application chi-square techniques to test apparent relationships between variables. Only differences that met or exceeded the 1-percent (0.01) level of significance will be systematically noted in this report. A few others that satisfied the 0.05 criterion are occasionally cited, but not as "significant" differences.

Major emphasis in this report will be placed on the responses of faculty members teaching in baccalaureate and advanced programs (referred to as the "4-year college teachers"). When the junior college figures deviate significantly from these, it will be noted in the text. Complete figures for both groups are available in the initial report issued for this study (Stecklein and Eckert, 33). Although excerpts from the interviews had to be used sparingly in this report, they probably convey, better than statistical tabulations do, how "the man with chalk dust on his sleeves" regards his career choice.

From all the information gained, those aspects have been selected that help to explain why college teachers in Minnesota chose academic careers and remained in them.[3] Findings on these same points from other studies are also briefly noted, to indicate how congruent the Minnesota results are with those found elsewhere. Although no systematic discussion is included of the latter studies, frequent references to them suggest the present writers' indebtedness to other investigators.

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[3] The six variables, beyond present college affiliation, which will be considered in the text include: (1) Time of choosing present career, (2) age, (3) kind of institution awarding baccalaureate degree, (4) location of baccalaureate institution, (5) undergraduate honors, and (6) present teaching field. Always limited in these cases to teachers in 4-year institutions, the subgroups studied in each analysis are outlined in appendix C of the initial report (Stecklein and Eckert, 33).

CHAPTER II

Background and Preparation of Minnesota College Teachers

SINCE FAMILY TRADITIONS, schooling, and work experiences undoubtedly color prospective faculty members' attitudes toward academic life, the backgrounds of Minnesota college teachers were briefly explored. Information on the economic and cultural groups from which these faculty members had come and the different ways in which they had prepared for their present positions promised to contribute to a better understanding and appreciation of the special problems of academic men and women.

PERSONAL INFORMATION

Some vital statistics about these faculty members provide a helpful backdrop for an examination of their reasons for entering and staying in college teaching. They also suggest how "typical" Minnesota faculty members may be of their colleagues in the other States and hence the extent to which the present findings can be applied to American college teachers in general.

Sex.—Like their colleagues elsewhere, 73 percent of the respondents in 4-year institutions[1] were men. Men also constituted 70 percent of the sample obtained for the junior colleges; the private liberal arts colleges had relatively fewer men (63 percent) and the University many more (83 percent), with even higher figures characterizing the latter's professional schools.

Marital status.—The majority (60 percent) of the college teachers were currently married and living with their families, while another 13 percent reported themselves widowed, separated, or divorced.

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[1] The term "4-year" is used throughout the report to refer to institutions that offer work through the bachelor's degree, although several of the private liberal arts colleges and most divisions of the University also provide professional or graduate work.

Had members of religious orders (61 of whom participated in this study) been excluded from this analysis, the figure for married staff would have been substantially higher. As might be expected, single women decisively outnumbered single men on these staffs. Three-fourths of the married persons had at least one child, and some as many as eight. The typical (median) faculty family included two children.

Age.—These faculty members ranged in age from persons in their early twenties to those near retirement, including one professor who was interviewed on his final day of service. A fourth of the 4-year college teachers were still under 35 years of age, and 31 percent had already passed their 50th birthday, leaving the rest of the staff (44 percent) in the "middle-age" category (35–49 years old). The median age for the faculty in 4-year institutions was 43 years, the same as has been reported nationally. For the junior college faculty the figure was significantly higher (45 years).

FAMILY BACKGROUND

To understand college teachers, it is necessary to know something about the homes and communities from which they came. Although the present study furnishes only limited clues to individual cultural and economic backgrounds, the findings tend to support other studies of the social origins of American teachers.

Birthplace.—Approximately a third (30 percent) of the 4-year college sample had been born in Minnesota; an additional 41 percent came from other parts of the north-central area. About a fifth (19 percent) had come to Minnesota from more distant sections of the country (the East, South, or Far West). About one faculty member in ten was born abroad, but the study did not probe where such persons had been educated. Junior college staffs were drawn predominantly from Minnesota or adjoining States, whereas at the University and some of the better-known private colleges, from a third to half of the staff consisted of persons born outside the north-central area. With many native Minnesota faculty members having been educated in other places, the faculties of these colleges are probably more cosmopolitan in outlook than the statistics on origins suggest. Since only a sixth of the students in Minnesota colleges come from other States or countries, such faculty contacts may be particularly important in widening student outlooks.

Parental occupations.—Most respondents specified little beyond the name of the father's or mother's job. The replies do reveal, however, that the fathers of 32 percent of the faculty members in 4-year colleges were farmers or skilled tradesmen. Ten percent of the fathers had held clerical or sales jobs, and another 10 percent had been unskilled or semiskilled workers. Managerial or business occupations and the professions (exclusive of teaching) were named by 19 and by 16 percents, respectively, much lower proportions than Gustad (19), Clark (3), Berelson (1), Roe (31) and others have reported in their studies of college teachers and scientists. Roughly 6 percent of the Minnesota group came from homes in which the father had been a teacher, and double this number (13 percent) from homes where the mother had taught. In general, the findings suggest that fathers in "high prestige" professions (such as medicine and law) or in executive posts in business had done little to encourage a teaching career interest in their sons or daughters. The notable exceptions were ministers and teachers who, in this study as in several others, had contributed far beyond their statistically expected quota.

Although differences were not significant for specific occupational fields, junior college faculty members seemed to come from homes of substantially lower socioeconomic status. A significantly higher percentage of University of Minnesota faculty members reported parental occupations classified at the professional or managerial levels. They resembled rather closely in this respect and in parental education the recent Ph.D.'s studied by Berelson (1).

Schooling of parents.—Typically the fathers and mothers of these faculty members had received less than a high school education, with approximately two-fifths of the parents reported as having gone no farther than the eighth grade. This figure was even higher (49 percent) for the junior college group. Only 27 percent of the fathers and 19 percent of the mothers of faculty members in 4-year colleges had taken some college work; about half had completed at least a baccalaureate program. Twelve percent of the fathers and one percent of the mothers had earned some type of professional or graduate degree. As might be expected, the younger teachers generally came from homes characterized by more formal schooling. For example, 35 percent of the college teachers under age 35 said that their mothers had received some college training, as compared with 12 percent of the teachers over 50 years of age who stated this.

The information regarding family backgrounds shows that most of these faculty members were newcomers to the environment of higher education. Whatever knowledge or appreciation they were to gain of scholarly disciplines had to come, in most instances, from formal study rather than from family associations or from being in a cultural milieu stressing these values. Few of them had any suitable occupational models in their families or among close associates who might have stimulated them to consider college teaching as a career.

Schooling

Judging from information regarding the length and character of their formal education, most of these faculty members struggled a long while to prepare for their present jobs. Although detailed educational histories were not gathered, it was clear that the different types of colleges in Minnesota had attracted differently trained faculty members. Because information was not gathered regarding elementary and high school experiences, the present summary is confined to work beyond the twelfth grade.

Types of colleges attended

Public and private colleges had contributed almost equally to the undergraduate preparation of faculty members in the 4-year colleges. Thus 34 percent had graduated from private liberal arts colleges, as had a third of the college teachers included in Frank Kille's recent study (21) of the baccalaureate origins of college faculties. Another 11 percent had graduated from private universities, 9 percent from State colleges, and 38 percent from public universities; The rest either omitted the questionnaire item or completed their baccalaureate study in institutions of undetermined status. A significantly higher proportion of junior college faculty members (61 percent) had received their first baccalaureate degree from a public college or university.

It appears that college teachers tend to return, in their later professional service, to institutions of the same general type that they attended as undergraduates; thus, two-thirds of those now teaching in private liberal arts colleges graduated from church or independent college programs. The same general situation existed at the University of Minnesota, where two-thirds of the faculty had taken their baccalaureate work in public universities. Half the teachers in the State colleges had done their undergraduate work in this same type of school. The present data did not permit study of the "stratification" of colleges and universities along the lines that Berelson (11), Knapp and Greenbaum (22), and others have pioneered, but most of the

Minnesota institutions also seemed to be recruiting teachers primarily from colleges or universities of their own general class or quality.

Teachers in the selected subject fields also showed somewhat different patterns of college attendance. Thus almost three-fourths (73 percent) of the teachers in the humanities had done their undergraduate work in private colleges or universities. In contrast, a majority of the persons in the social sciences, the natural sciences, and education had received their baccalaureate degrees from public institutions (56 percent of the social scientists, 53 percent of the natural scientists, and 56 percent in education). Here again the findings are quite consistent with those of other investigators (Berelson, 1; Knapp and Greenbaum, 22).

Undergraduate honors

Like the college teachers included in Gustad's study (19), most of these faculty members had been excellent students, with 49 percent reporting some type of honors or special academic recognition as undergraduates. Graduation honors, such as *summa cum laude* or "with distinction" designations, were mentioned most frequently (27 percent). Approximately 8 percent had been elected to Phi Beta Kappa; many listed other honor societies to which they had been named or described other rewards based on academic excellence. Three-fifths of the University staff cited such honors, a proportion significantly above that in other 4-year universities or in the junior colleges.

Earned degrees

While all faculty members in the 4-year colleges held a baccalaureate or equivalent degree, eight percent had not yet earned an advanced degree (see table 1). They were chiefly persons working in such fields as art, music, and drama, where other types of preparation may be more relevant. Less than half (44 percent) had a Ph. D. or equivalent doctoral degree. This agrees closely with national figures on this point. This figure was significantly higher (55 percent) for the University of Minnesota staff, which is always included in the 4-year college figure, and much lower (4 percent) for teachers in junior colleges. Another fourth of those teaching in baccalaureate and advanced programs had completed some graduate work beyond the master's degree; the number of

TABLE 1.—*Highest earned degree of faculty members in Minnesota, by type of institution, fall 1956*

Degree	Percent of faculty	
	4-year institution [1] (N=576)	Junior college (N=130)
No degree	0.4	0.8
Bachelor's degree only	2.1	4.6
Bachelor's degree plus additional work (but no further degree)	5.0	11.5
Bachelor's degree and first level professional degree	4.7	0.8
Master's and/or second level professional degree	20.1	22.3
Master's degree plus additional work (but no further degree)	23.1	56.2
Doctorate	44.4	3.8
(No response)	0.2	0.0
Total	100.0	100.0

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota.

Ph. D.'s on these staffs is therefore likely to rise significantly,[2] a prediction that is also supported by the recentness of much of this graduate work.

The degrees held by these faculty members had been awarded over more than a 40-year period, although as is true nationally (Berelson, 1), slightly more than half of the Ph. D.'s and almost half of the master's degrees had been conferred since 1946. Bachelor's degrees before 1930 were earned at private liberal arts colleges disportionately; during the depression years there was a trend toward attendance at State colleges. Persons graduating since 1940 were largely the product of public and private universities, reflecting the rapid recent growth of universities and the special financial aids such as the G.I. bills, which enabled many students to attend distant institutions.

Roughly half (51 percent) of those who had received undergraduate honors held the Ph. D. degree, compared with only 30 percent of those who had not won this early recognition; a substantial portion (39 percent) of the latter group was teaching without training beyond the master's degree.

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[2] Whether the percentage of Ph. D.'s will also go up obviously depends on how rapidly staffs must be expanded to take care of burgeoning enrollments. Higher education institutions at present are gaining more doctorates from within their own institutions than they recruit from outside. If this continues, the percentage of Ph. D.'s on the staff should rise slowly, as it has over the past half-century, even though many teachers of lesser qualifications will have to be recruited to beginning jobs.

Less than half (42 percent) of these faculty members had received their baccalaureate degree from Minnesota colleges; a third had graduated from institutions in other north-central States. A fifth of the group had received their first degree from schools outside the north central region, and 3 percent had attended foreign institutions. Significantly fewer of the junior college teachers (8 percent) had received their first degrees from institutions outside the north-central area. As might be expected, most faculty members had taken work through at least the baccalaureate degree in their home State.

The proportions of Minnesota-trained teachers declined sharply at the master's and doctoral levels. Thus 21 percent of the 4-year college faculty members had received their master's degrees and 13 percent had doctorates from the University of Minnesota. Another 28 percent had obtained their master's degrees, and 14 percent their doctorates, from institutions in other north-central States. A somewhat higher proportion (60 percent) of the junior college faculty members had taken their master's degrees in the north central area (including Minnesota). Graduates of Minnesota colleges were more likely than colleagues trained elsewhere to be teaching without the Ph. D. degree, usually in positions at junior ranks that would not be likely to attract candidates from afar.

Major fields of study

The undergraduate majors of these teachers included almost every subject-matter field the most popular fields being the biological and physical sciences and the humanities. Professional education increased in popularity from 16 percent of the majors at the baccalaureate level to 25 percent at the master's degree level. Percentages in other major fields of study fluctuated slightly, but there were no significant deviations from the baccalaureate pattern of majors.

About a third (34 percent) of the candidates for a doctoral degree had majored in physical and biological sciences, some 10 percent more than the proportions at the bachelor's- or master's-degree levels. In contrast, education majors at the doctoral level decreased from 25 percent at the master's level to the 16-percent figure for undergraduate majors. The humanities also showed some loss (from 24 percent at the master's level to 19 percent of the doctorates conferred). This reflects the fact that almost two-thirds (63 percent) of Minnesota faculty members teaching in the natural sciences held a Ph. D. or equivalent degree, compared with 58 percent of the social science teachers, 36 percent of those in the humanities, and 36 percent of those in education. Although information was not systematically gathered regarding the elapsed time between the baccalaureate and Ph. D. degrees, persons in the latter fields were more likely to have "stretched out" programs, partly for the financial reasons discussed later. This harmonizes with recent findings reported by Berelson (1) and others.

Sources of financial support

These college teachers had financed their education in a variety of ways, as indicated in table 2. In addition to specifying all the types of support used during their undergraduate and graduate years, they were asked to identify their chief means of support at each level.

TABLE 2.—*Sources of financial support during undergraduate and graduate study: Minnesota faculty members in 4-year institutions* [1]

Source of support	Percent [2] benefiting from support for study (N=576)	
	Undergraduate	Graduate
Parents	65.6	13.7
Personal savings	34.4	41.7
Borrowed	15.3	12.2
G.I. benefits	13.4	27.6
Spouse's earnings	3.5	13.4
Scholarship, fellowship	21.2	25.2
Assistantship	5.6	33.5
Staff position	3.5	29.7
Other campus job	31.3	9.7
Off-campus job	40.6	20.3
Other	12.0	12.7
(No response)	1.4	5.6

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

[2] The percents total more than 100, since many individuals checked more than one response.

Two-thirds of the faculty members in 4-year colleges said that their parents had helped them financially during their undergraduate years, and two-fifths (40 percent, included in the above figures) noted this as their major source of support. Forty-one percent had held off-campus jobs, and 40 percent had worked on the campus. More than a third (34 percent) had drawn on personal savings during their baccalaureate study.

The most frequently cited single source of support for graduate studies was "personal savings," mentioned by 42 percent of the faculty members in 4-year colleges.[3] A third (34 percent) had been teaching or research assistants; almost as many (30 percent) cited regular staff positions held during their graduate years. These figures were significantly higher for persons on the University of Minnesota staff. More than a fourth (28 percent) of all teachers in 4-year programs had used benefits accruing from the G.I. Bill of Rights, while a fourth (25 percent) reported fellowship or scholarship assistance. When asked about the major source of support during graduate study, 15 percent mentioned staff positions, 14 percent indicated assistantships, and lesser numbers specified personal savings, G.I. benefits, and other sources noted above. Many persons evidently missed or ignored this further question on sources of support.

Junior college teachers had less financial assistance, for 62 percent cited "personal savings" as one source of support, and 37 percent said that they had relied chiefly on this in financing their advanced studies. More than a fifth of the junior college respondents (22 percent) had benefited from the G.I Bill, and 15 percent had relied primarily on it as a means of support.

Harmonizing with earlier findings on parental occupations, faculty members in the public junior or State colleges were more likely than others to have worked their way through school. The same general finding emerged when faculty members were classified according to the type of undergraduate college attended. For example, 61 percent of those who had attended State colleges claimed that they had been largely self-supporting during this period, compared with 20 percent of those who had enrolled in private universities.

Interesting differences in pattern of support also emerged when Minnesota faculty members were classified according to their present fields of instruction. Teachers in the natural sciences and education fields were more likely to have supported themselves during graduate study than were their colleagues in other fields. Major differences in the means of self-support were also noted. Two-thirds of those in the natural sciences had held jobs directly related to their field (i.e., assistantships, instructorships, or other staff positions). Only a third of the persons in education and the social sciences and a fourth of those in the humanities obtained their major support this way. The availability of such work to prospective scientists may help to explain why many more of them had completed their doctorates.

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[3] The picture is undoubtedly quite different in 1961, in view of the great expansion of scholarships, fellowships, and research grants of various types. As Berelson (1) notes, in writing of the present situation, "the economics of higher education is such that most doctoral students expect to be supported."

WORK EXPERIENCES

Information concerning the first full-time job following college graduation and the position held immediately preceding current appointment shows that most college teachers held some other type of position before joining a college staff. The largest proportion (47 percent) of 4-year faculty members had served for some years in elementary or secondary schools; this figure rose to 69 percent of the junior college staff. Significant numbers in both types of institutions had also worked for a time in industry or in government posts, with the percentages reporting such experience higher at the university than at other types of institutions. Only a fifth said that they had moved into a college position without some intervening full-time work experience, either in the lower schools or in some type of nonacademic employment.

Mentioned frequently in these work histories were services in other institutions of higher education. About two-fifths (39 percent) of the respondents had served on a college staff elsewhere, usually in the same type of institution with which he or she was now affiliated. Although faculty members at the University were no older, on the average, than their colleagues elsewhere, they reported a greater variety of academic experiences. Other evidence also suggests that such occupational mobility indicates unusual interest in extending and improving job competencies and moving up the ladder professionally.

More than a fifth (22 percent) of the total 4-year sample came to their present jobs from positions in the lower schools, while the remaining persons either had been drawn from nonacademic posts or had held no previous position. As earlier figures on work experiences suggest, relatively few university faculty members (9 percent) came directly from elementary or secondary posts, whereas a fourth left jobs in industry, business, the professions, or government to join the university staff.

Relatively few (8 percent) of the junior college teachers had entered the college teaching field without some intervening school or work experience. For a majority (69 percent) the first full-time position after receiving the bachelor's degree was in an elementary or secondary school. Almost half (46 percent) had held such positions up to the time they joined their present staffs while approximately a fourth (24 percent) had been recruited from other college faculties. The rest had come directly from graduate school or from nonacademic positions.

CURRENT POSITIONS

Faculty members in the 4-year colleges had typically been affiliated with their present institutions for 7 years; junior college faculty members for 5 years. These facts lend objective support to the generally favorable appraisals of relationships with colleagues (see chapter IV).

Half the faculty members in 4-year colleges were in the two lower or junior ranks, while the other half held associate or full professorships (see table 3). Because all ranks were represented in this analysis, the information analyzed later includes the views of young instructors as well as experienced professors. Since few junior colleges use rank designations, it was not surprising that most teachers in 2-year programs were termed "instructors."

TABLE 3.—*Academic rank of Minnesota faculty members, by type of institution, fall 1956*

Academic rank	Percent of faculty, by type of institution				
	4-year institution				Junior college (N=130)
	All 4-year faculty (N=576)	Private liberal arts college (N=230)	State college (N=96)	University of Minnesota (N=250)	
Professor	28.8	27.8	20.8	32.8	0
Associate professor	22.0	18.7	29.2	22.4	4.6
Assistant professor	28.0	32.2	24.0	25.6	3.9
Instructor	21.2	21.3	26.0	19.2	91.5
Total	100.0	100.0	100.0	100.0	100.0

For both the 4-year institutions and the junior colleges the largest proportions of respondents were teachers in the humanities (see table 4). Since substantial percentages were also teaching in the other major areas of the curriculum, it was possible to analyze the backgrounds and present interests and concerns of specialists in various subject fields. Junior college faculty members differed from the 4-year staff in expected ways, with emphasis on mathematics, pre-engineering, and vocational sequences, and little or no representation in most professional fields.

TABLE 4.—*Major teaching fields of Minnesota faculty members, by type of institution, fall 1956*

Subject field	Percent of faculty	
	4-year institution [1] (N=576)	Junior college (N=130)
Humanities	22.9	23.8
Social Sciences	12.9	16.2
Biological and medical sciences	7.8	9.2
Physical sciences, mathematics, and engineering	16.0	23.1
Education	16.9	4.6
Religion and philosophy	3.8	2.3
Business, economics, and law	3.6	0.0
Agriculture	6.2	0.0
Miscellaneous (largely vocational sequences)	9.9	20.8
Total	100.0	100.0

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota.

SUMMARY

Since Minnesota college teachers closely resemble colleagues in other places with respect to sex, age, educational training, and the types and levels of positions they hold, they are probably also like faculty members elsewhere in less easily probed characteristics. Socioeconomic background may be one exception, for the Minnesota college teachers generally came from homes that seemed to rank lower in this respect than the national level. Perhaps this is to be expected in a midwestern State that has a large rural population, including many second-generation Americans, and few higher institutions with a national clientele. Although most of the parents of these faculty members had had quite limited schooling themselves, many of them sacrificed a great deal to ensure a better education for their sons and daughters.

Surmounting economic obstacles that would have blocked less motivated students, these future faculty members had done well in their undergraduate studies, half of them having received honors or other special recognition for their work. Awards of scholarships, fellowships, and teaching or research assistantships had helped to finance graduate training, but such study was often interspersed with periods of full-time employment and hence stretched over many years. Less than half of these teachers had yet earned the doctorate, although most had taken at least a year's work beyond the master's degree.

Since these teachers had served on college faculties for 10 years, on the average, following earlier work experiences in the lower schools or in noneducational jobs, they were clearly a sifted group, made up of persons likely to remain in college teaching. Both by training and experience they therefore seemed qualified to take a backward and inward look at their choice of college teaching as a career.

CHAPTER III

Factors Related to Career Choice and Present Position

Decision concerning an occupation is usually the end-result of choices made over a considerable period, each usually involving some balancing of personal aptitudes, interests, or values with the opportunities and limitations of reality. Some of these factors can be recollected years after the choice was made; others were not even consciously recognized at the time (Stern, 37). Searching studies of the abilities and personality needs of persons who become college teachers, as well as of environmental pressures that promote or discourage this choice, are needed to supplement faculty members' reported reasons for choosing this field. Yet faculty perceptions of personal interests and circumstances that shaped such decisions may throw light on their underlying motivations and thus pave the way for more basic studies of these problems.

Undergraduate Conceptions of College Teaching

Although some faculty members had to look back many years, they were asked to try to recall and state the views that they had held, as undergraduates, of college teachers and of college teaching. Two items in the questionnaire explored faculty members' undergraduate outlook on college teaching as a career for other people and for themselves, and further probing along these lines was done in the interviews.

On a 5-point scale provided for recording such impressions, the vast majority of respondents said that they had looked quite favorably upon this field but probably would have ranked it higher as a career possibility for other people than for themselves (see table 5). Thus 75 percent reported that they had considered it a "highly attractive" or "attractive" career for other people; 61 percent thought that they

TABLE 5.—*Recollected opinions of college teaching as a career possibility at the time of receiving baccalaureate degree: Minnesota faculty members, by type of institution*

Opinion of college teaching	Percent of faculty	
	4-year institution [1] (N=576)	Junior college (N=130)
Career for other people		
Highly attractive	33.2	18.5
Attractive	42.4	55.4
No opinion	13.0	13.8
Unattractive	4.3	3.8
Highly unattractive	0.5	0.0
(No response)	6.6	8.5
Total	100.0	100.0
Career for self		
Highly attractive	29.3	22.3
Attractive	32.1	39.2
No opinion	30.6	31.5
Unattractive	3.3	3.1
Highly unattractive	0.5	0.8
(No response)	4.2	3.1
Total	100.0	100.0

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

might have so viewed it for themselves. Less than five percent rated it as unattractive, either for people in general or for themselves. Although a clear majority seemed to have had a favorable image of this field as undergraduates, few declared that it had been their actual career goal at that time (see table 6).

These impressions were explored further in the interviews, to discover why some had taken "a rather dim view of college teachers" and would scarcely have thought of identifying themselves with this role. The following excerpts illustrate the attitudes of such individuals.

> "I thought college teachers were a kind of stuffy lot . . . peculiar ducks, ivory-towered and remote, and it would never have occurred to me to join the fold." (Law)

> "During the freshman and sophomore years, I had some carry-over of the attitudes that I had had toward high-school teachers, whom I had looked upon as kind of nonentities . . . But by junior year, as I came to know some professors well, my opinions began to change." (Physiology)

In contrast, many others seemed to have put such halos around the heads of their college teachers that they did not imagine that they themselves would ever occupy this position.

> "My attitude toward academic people while I was an undergraduate was one of mixed respect, awe, admiration, and a secret desire to be like them." (Religion)

> "I had always looked up to college teachers with considerable awe, and never dreamed of aspiring to become one . . . Most undergraduates put their professors on a sort of pedestal, and would think it brash to consider such a job themselves." (Industral Arts)

> "Perhaps I already knew, as an undergraduate, that I wanted to be a college teacher, but I was inherently too modest to believe that I had it in me to be one." (English)

> "High school teaching was as much as I dared hope for at that time." (Home Economics)

Time of Selecting This Field

Recognizing that any career is the end product of a series of choices or "a commitment over time", two series of questions were asked to find out when these faculty members first began to think about and plan seriously for careers in college teaching. The first sought their occupational choices at several points (entrance to college, graduation from college, and the time when they received their highest degree), whereas the second asked when they first began to think seriously of college teaching as a possible career. If respondents erred in reporting these facts, they perhaps gave more prominence to college teaching in their reports than to discarded career choices.

These individuals typically did not choose college teaching until some years after receiving the bachelor's degree. As seen in table 6, only 3 percent of all faculty members in 4-year colleges indicated that this had been their first choice at entrance to college. Fifteen percent specified this as a definite career goal at graduation from college, and even by the time these individuals had received their highest degrees, the figure included only about one-half (48 percent) of those presently teaching in Minnesota's 4-year colleges. The corresponding figures for junior college teachers were lower at all three points, reflecting the fact that many teachers served for long periods in the lower schools before joining college staffs. College teachers differ strikingly in this respect from the student-physicians studied by Merton (25) who typically reached such a decision at age 18, after considering this career possibility for several years.

TABLE 6.—*Vocational goals of Minnesota faculty members at 3 specified points in their education: 4-year institutions only*[1]

Vocational field	Percent of faculty having goal at time of—		
	College entrance	Receipt of bachelor's degree	Receipt of highest degree
Teaching: Elementary, secondary, unspecified	32.5	42.2	26.6
College teaching	2.6	15.4	48.4
Physical sciences	10.4	6.9	3.8
Biological sciences	4.7	4.4	2.1
Religion	5.7	4.0	0.5
Law, medicine, and other unlisted professions	12.3	6.9	3.1
Business	5.0	4.5	1.4
(No response and other)	26.8	15.7	14.1
Total	100.0	100.0	100.0

[1] Includes 576 faculty members in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

Although definite decisions were usually not made until some years after graduation, slightly more than a third of the respondents said that they had thought about this possibility during school and college days. Thus 8 percent said that they had thought of this even before they entered college (see table 7), and they sometimes cited parents or earlier teachers who had encouraged such interests.

> "The whole slant of my family was toward the teaching-preaching professions." (Mathematics)

> "My eighth-grade teacher told me that I was a good student and should look forward not only to college but to graduate work and college teaching." (Political Science)

The college years were the crucial ones for certain other respondents; 29 percent indicated that it was during those years that they began to investigate college teaching as a possible choice. Gustad (19) found about the same proportion in his study.

> "When my professor of English suggested that I consider college teaching as a possible career, it was as though a light dawned, for I felt that this would coincide with my interests." (English)

> "While an undergraduate, I made friends with a number of faculty members and was much intrigued with their life as college professors. The idea of being one came to me at that time." (Psychology)

> "By my junior year in college, I knew some professors well and began to realize that the profession as a whole was attractive to me." (Physiology)

TABLE 7.—*Minnesota faculty members' initial consideration of college teaching as a career*

When college teaching career was first considered	Percent of faculty	
	4-year institution[1] (N=576)	Junior college (N=130)
Elementary or junior high school	1.9	2.3
Senior high school	5.4	6.9
Between senior high and college	1.4	5.4
First 2 years of college	8.3	8.5
Last 2 years of college	20.5	12.3
Between college and graduate school	24.1	23.1
First half of graduate study	11.1	6.9
Last half of graduate study	7.7	10.0
After receiving highest degree	6.9	13.1
Other	11.1	9.2
(No response)	1.6	2.3
Total	100.0	100.0

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

More than half of the present humanities and social science teachers (56 percent and 52 percent, respectively) said that they had considered college teaching before they received their baccalaureate degrees, in contrast to a third or less of the respondents in other fields. Parental financial support also seemed to favor early consideration of college teaching, probably because this aided in planning for the necessary graduate work.

Often it was not until the individual was well underway on his graduate studies or had spent some time on other jobs that he began to think seriously of college teaching.

> "It was not until I was a graduate student that I felt enough identification with a professor to want to be a college teacher myself." (Psychology)
>
> "When I graduated from engineering school, I took a railroading job, then received an army commission, and later worked successively on a geological survey and in a hydraulics laboratory. When the veterans' bulge came, I was asked to join the university staff." (Civil Engineering)
>
> "I started out to be an engineer, then switched to law. During the depression I was invited to take a special job as a research assistant since I couldn't get much to do in my practice. This worked into a college teaching job, and I have never regretted it.' (Law)

FACTORS INFLUENCING CAREER CHOICE

Although all human behavior is motivated, specialized work or career interests are not typically found among the majority of semiskilled and unskilled workers and their children. As Super (39) and others point out, career motivations tend to be characteristic of middle and upper-class persons and of upward-mobile lower-class persons of the types included in the present study. To find out what kinds of personal interests and cultural pressures had influenced these particular faculty members, respondents were asked to evaluate 20 reasons, encompassing a wide variety of internal and external factors that might have helped to shape their own decisions, and to add any other pertinent reasons or circumstances. Some faculty members appended notes or letters to supplement the printed lists, while others amplified their reasons in later interviews.

Dominant reasons

As Gustad (19) also found, intrinsic or personal-interest factors clearly outweighed external or situational ones in deciding on a career. Thus from 40 to 45 percent of the respondents checked such statements as "desired to work with college-age students," "became so interested in subject that I wanted to continue its study," and "thought it [a career as a college teacher] would offer more intellectual challenge" (see table 8 for further detail). Nearly half (46 percent) indicated some type of personal interest or motivation as the single most important factor in reaching their decision, as compared with 26 percent who specified a situational element. Another 27 percent failed to designate any single factor as crucial in their decision to become a college teacher.

Supporting reasons

Although internal or personal-interest factors were more frequently specified than others, circumstances or special opportunities played a major role in recruiting many teachers. For example, nearly two out of five respondents observed that they had entered college teaching partly because a job in this field had been offered them. Later excerpts from the interviews suggest what a decisive factor this sometimes was in the decision to join a college faculty.

TABLE 8.—*Factors influencing Minnesota faculty members in choice of a college teaching career*

Factors influencing career choice	Percent[1] of faculty	
	4-year institution[2] (N=576)	Junior college (N=130)
External		
High school staff member suggested it	3.5	4.6
College teacher recommended it	27.1	23.1
College administrator or counselor encouraged me	24.3	20.8
Parents, relatives, or friends favored it	11.1	13.8
Graduate fellowship or assistantship	25.0	13.8
College teaching job offered although I had not sought one	39.2	48.5
G.I. benefits aid to advanced work	16.7	15.4
Armed forces training led me into field	1.7	2.3
Husband (wife) was, or planned to be, a college teacher	0.5	0.8
Just "drifted" into college teaching	7.5	9.2
Other	15.6	11.5
(No response)	6.4	5.4
Internal		
So interested in subject I wanted to continue its study	42.5	33.8
Desired to work with college age students	45.7	72.3
Wanted a job with security and prestige	14.1	17.7
Felt I could contribute more to field by college teaching	32.8	30.8
Wanted to pursue research activities in my field	28.0	12.3
Make greatest contribution to society in this area	33.5	33.1
Liked working conditions	42.7	44.6
Wanted to be a part of the college academic and social life	24.0	18.5
Desired to emulate a certain college professor	8.2	7.7
More of an intellectual challenge	41.3	45.4
Other	10.2	8.5
(No response)	3.5	1.5

[1] The percents total more than 100 since many individuals checked more than one response.

[2] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

About a fourth of the faculty in Minnesota colleges stated that a college teacher had suggested this field to them, and about the same proportion, overlapping considerably with the above 27 percent, said that an administrator or counselor had spoken to them individually about this career. Gustad (19), Gropper and Fitzpatrick (17), and Berelson (1) cite even lower percentages, suggesting that, at least in the judgment of the recipients of such influence, college teachers have made little systematic effort to encourage able students to plan graduate studies and possible careers in college teaching. Yet some students were deeply influenced by the model set by certain of their teachers or by personal counsel given them, as later excerpts from the interviews suggest. Additional support for this view is found in

Thistlethwaite's analysis (41), showing that 53 percent of the talented college students who raised their level of aspiration mentioned "a few instructors who inspired me to emulate them," as contrasted with 13 percent who lowered their level of aspiration and 21 percent who did not change it.

Often it was not so much what the teacher did that swayed a student in this direction as the type of person he was. One man from a small liberal arts college, commenting on this influence of one of his teachers, said, "The thing that impressed me most about this man was that he was a scholar." Another man was swayed by the fact that his professor treated him "like an individual." One chemistry teacher explained that the man who had had the greatest impact on his decision to join a college faculty had been "like a father to all his students," a description that seemed to fit many other teachers.

About 40 percent of those who said they had been deeply influenced by a teacher noted that this had happened during their graduate studies, sometimes when a graduate adviser had taken time to discuss the advantages of college teaching with his degree candidates. Opportunities for actual teaching experiences as undergraduate or graduate assistants had likewise stimulated or heightened the interest of some students in such a career.

Differences in major motivation for an academic career.—Careful study of the interview and questionnaire findings suggest that these faculty members might be classed in three fairly distinct groups on the basis of factors that had chiefly influenced their decision.

The first group consists of persons with strong allegiance to a particular discipline, which they felt could be best served by faculty membership. The following were typical comments:

> "I only knew that I wanted to draw and paint and do creative things." (Graphic Arts)
>
> "I had an overpowering desire to learn to add to the world of knowledge by doing research." (Pharmacy)
>
> "I can never remember the time when I did not want to be a scientist, and particularly a biological scientist." (Agricultural Science)
>
> "My real goal has been the advancement of learning. This means research . . . Scholarship comes first . . . Everything else, including teaching, is secondary." (English)

Persons whose compelling desire was to teach constituted a second rather clearly defined group, somewhat smaller than the one just described. Some of these persons said that they had long hoped to become teachers, being encouraged in this direction by parents or relatives in the profession. Others mentioned the skill and dedication of some of their own college teachers as the major influence in their choice of the same career. But in each case the stress was placed on the *teaching* role, rather than on the opportunity such a career might provide for the scholarly pursuit of knowledge.

> "First, I wanted to be a teacher; second, I wanted to be a biology teacher, and then I found (as an undergraduate) that I wanted to be a biology teacher in college." (Biology)
>
> "I planned to be a college teacher because I like to see students' reactions to literature, and enjoy being in a classroom situation where my students and I are forced to think and to re-evaluate our ideas." (Language and Literature)
>
> "From the time I was an undergraduate I knew that one day I would like to teach in college and to make teacher education programs better than those I had." (Elementary Education)

The third group, which included almost half of all the interviewed faculty members, said that they had never really aspired to be college teachers, and that they found themselves in this field largely as a result of what seemed to be chance happenings. Although what was described as "accident" may have been only the dramatic last step in a series of self- and culturally-induced pressures in this direction, many persons reported only the "chance" aspects.

> "I got into the field entirely by accident." (Pathology)
>
> "I'm not at all sure that I would have tried college teaching, except for these rather unique and fortuitous circumstances." (Law)
>
> "I was in a high school that also housed a junior college, and began to teach a course or two now and then. From that I drifted over to college teaching." (Literature and Writing)
>
> "Sore feet (as a department store manger) gave the nudge in the direction of college teaching." (Industrial Arts)
>
> "The good Lord had to almost kill me to get me into college teaching." (An illness had kept him from managing a family farm.) (Mathematics)

Differences related to college faculty.—Junior college teachers, in general, identified the same factors as did faculty members in 4-year institutions, with a few revealing exceptions. Thus significantly more junior college instructors indicated that they had "desired to work with college-age students" (72 percent) and that "a college teaching job was offered me, although I hadn't sought one" (48 percent). In contrast, the offer of a graduate fellowship was cited as an influential factor by only 14 percent of the junior college faculty, as compared with 35 percent of the university sample. Similarly, opportunities to pursue research had helped to lure 45 percent of the university faculty, but only 12 percent of the prospective junior college teachers, into academic life.

Other differences in career motivations.—A few other significant differences emerged in studies of various subgroups of college teachers. Young staff members were more likely than veteran teachers to specify personal interests or concerns as the crucial factor influencing their choice of college teaching. Thus 75 percent of those under 35 gave a reason so classified, compared with 62 percent of those in the 35–49 year group and 56 percent of those who were 50 or older. Similarly, persons receiving undergraduate honors more often noted such interests or motivations, whereas other individuals seem to have been more influenced by circumstantial factors such as the offer of a position.

Faculty members in different subject fields also showed somewhat different patterns of interest, with most natural science teachers stressing their enjoyment of learning and strong desire for achievement and those in the humanities evincing a deeper concern for the teaching function and for warm and friendly relations with students. Thistlethwaite's recent study (41) of students and faculty members in various disciplines suggests the same general patterning of interests, as does Roe's series of studies (31) of eminent biologists, physicists, psychologists, and anthropologists.

REASONS FOR PRESENT STAFF AFFILIATION

The interests and aspirations of these faculty members are further reflected in the explanations they gave for selecting their present institutions. Since free responses were invited, rather than affirmation or rejection of listed replies, the points volunteered suggest what academic men and women look for in evaluating offers of new positions. Whether these shifts occurred because the individuals were actively seeking a change or because of various pressures exerted in this direction could not be determined from the data.

A majority of the replies, as shown in table 9, related to the nature of the job itself, such as "I could teach in the field of my choice" (21 percent), "a suitable position was available" (19 percent), and "the excellent reputation of the school, department, and/or staff" (9 percent). Other factors specified by more than 5 percent of the respondents included "salary," "growth opportunities," "research opportunities," and "location." Two-thirds of all respondents gave at least one reason that could be grouped in this general category. Such factors as the standing of the department and opportunities for research had apparently influenced prospective university staff members far more than they did candidates for positions elsewhere.

Stecklein and Lathrop's subsequent study (35), involving 447 persons who recently made job decisions involving the University of Minnesota, strongly emphasized the importance of these factors in attracting and holding staff members in a major university.

TABLE 9.—*Reasons given by Minnesota faculty members for selecting current position, fall 1956*

Reasons related to—	Percent of faculty [1]	
	4-year institution [2] (N=576)	Junior college (N=130)
Type of institution		
Religious reasons	8.7	12.3
Assigned	6.8	0.8
Background	6.8	7.7
Liked type of school	11.6	6.9
Contact with students	3.5	7.7
Age and type of students	5.9	14.6
Types of associates	3.6	0.8
General atmosphere	8.0	1.5
Freedom and independence	3.8	3.8
Other	2.6	3.1
Nothing checked regarding type of institution	46.4	45.4
(No response)	3.8	3.1
Job itself		
Suitable position available	18.6	35.4
Salary	7.8	14.6
Growth opportunities	5.4	6.9
Field of choice	20.7	8.5
Research opportunities	8.0	0.8
Location	8.7	10.7
Stimulating job	3.1	3.1
Working conditions	3.3	3.8
Reputation of school	9.2	3.1
Other	3.1	3.1
Nothing checked regarding job itself	28.8	23.1
(No response)	3.8	3.1

[1] The percents total more than 100, since many persons checked more than one response.

[2] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota.

Significantly fewer faculty members (50 vs. 67 percent for the "job" grouping) made some comment related to the type of school involved, as distinguished from specific job opportunities or conditions. Top reasons associated with the institution included "I believed in the philosophy and objectives of this type of school (12 percent), "religious reasons" (9 percent), and "I liked the general atmosphere in this type of school" (8 percent). Persons who had graduated from private liberal arts colleges seemed to attach particular significance to such institutional factors. Thus 59 percent of these individuals cited one or more factors associated with the general type of college, as compared with 27 percent of the State college alumni, and 33 and 31 percent, respectively, of the private and public university graduates.

Individuals who had done their undergraduate work in Minnesota were also more likely to have selected their present institutions for reasons connected with the particular type of school. In contrast, teachers who had come from other areas seemed to be more concerned with salaries, employment conditions, and other aspects of the job itself.

Although junior college teachers also specified more reasons concerning the job than the type of institution, they gave a somewhat different ranking to these reasons than did their colleagues in 4-year institutions. The junior college teachers' major reasons pertaining to the job itself were: "a suitable position was available" (35 percent), "salary considerations and economic security" (15 percent), and "the location of the institution" (11 percent). The most frequently mentioned reasons connected with the type of institution were: "I liked the age and type of student in such a school" (15 percent), "religious reasons" (12 percent), and "background and experience prepared me for this type of school" (8 percent).

SUMMARY

Personal interests and motivations, rather than external factors, seem to have shaped the occupational decisions of most of these faculty members. Although the particular patterning of their interests differed from institution to institution, and from one academic field to another, the preferences shown by Minnesota faculty members, like those elsewhere, for intellectually stimulating activities support Gustad's thesis that "they march to a different drummer" (19). Experiences in college which encouraged students to believe that they might be successful in academic life and which provided role models for imitation apparently influenced many individuals to become college teachers.

But while college teachers share many basic interests and values, somewhat different appeals may be required in recruiting candidates to this career. For some students, the prospect of a continuing pursuit of learning will be sufficient challenge; others must be helped to sense "the excitement of teaching," which comes from helping others to learn, to like learning, and to use their knowledge productively.

Certainly far too little is known today about the variety of motivations that can be satisfied in an academic community or about helping students gain some direct appreciation of these things. Judging from the present findings, college staffs in the past have taken few steps to alert students to such possibilities when they are apparently bound for other careers or still undecided about their life work. Had this been done, many who drifted into the field after trying other occupations might have reached an earlier decision and prepared better for their eventual jobs as college teachers.

CHAPTER IV

College Teachers' Appraisals of Their Careers

People in general expect to gain a reasonable livelihood from their work; most persons also hope that the activities themselves will be stimulating and agreeable, and that any human relations involved will be pleasant. Several questions in the questionnaires and the interview guide sought to find out how well these basic drives had been satisfied by membership on a college or university faculty. Some related to particular features of college teachers' work, while others sought general appraisals of their experiences as faculty members and of the style of life that such service allows.

Recommended Shifts in Use of Time

One way of finding out faculty members' opinions of their work was to ask them how they would really like to spend their time. No effort was made to determine how many hours they were currently investing in professional activities, although free comments suggested that many college teachers put in overly long hours, extending far beyond a 40- or 48-hour week.

Actual use of time.—Responses to certain items in the questionnaire indicated how faculty members spent their working hours. Overall, 64 percent of their time was devoted to instructional functions (a figure that rose to 74 percent in the case of the junior college faculty), another 12 percent was given to counseling and other student services, and about 9 percent to college committee administrative duties, with the small remainder invested in off-campus servicies, research, and scholarly writing. Almost half (44 percent) of the teachers in 4-year institutions and 69 percent of those in junior colleges indicated that they were giving no time to research or writing during the current term. This figure was understandably much lower (28 percent) at the university.

The proportion of time devoted to research activities also varied significantly from one discipline to another. About two-thirds of those teaching in the social sciences (68 percent) and the natural sciences (62 percent) were finding time for some research. But only half of the teachers in the humanities, 34 percent of those in education, and still lower percentages of those teaching in various vocational sequences reported such activities.

Recommended increases in time allotments.—When asked to identify the function to which they should like to give more time, almost two-thirds (62 percent) of the teachers in 4-year institutions and one-third (33 percent) of the junior college teachers singled out research and scholarly writing (see table 10). Junior college faculty members typically wished to spend even more time on their teaching (31 vs. 22 percent for the faculties in 4-year colleges) or on counseling students (22 vs. 15 percent, respectively). But almost no one in any college or at any level of instruction asked for more time for committee or adminstrative duties.

TABLE 10.—*Desired changes in distribution of time for professional functions: Minnesota faculty members, by type of institution, fall 1956*

Desired change in distribution of time	Percent of faculty [1]	
	4-year institution [2] (N=576)	Junior college (N=130)
More for:		
Teaching	22.2	30.8
Counseling	14.9	21.5
Other student services	3.7	6.9
Research and writing	61.6	33.0
Committee and administrative	3.5	5.4
Off-campus service	9.2	10.0
(No response)	3.7	8.5
Less for:		
Teaching	14.6	17.7
Counseling	8.3	3.0
Other student services	5.7	10.0
Research and writing	0.7	0.0
Committee and administrative	34.2	36.2
Off-campus service	7.5	7.7
(No response)	27.6	17.7
No change desired	14.9	17.7

[1] The percents in certain instances total more than 100, since some individuals checked more than one response.

[2] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota.

Recommended cuts in time allotments.—Asked to identify the function to which they should like to give less time, approximately a third (34 percent of the 4-year college and 36 percent of the junior college staffs) specified committee or administrative responsibilities (see also table 10). Smaller proportions indicated other services that might be curtailed, with only 4 persons out of the 706 citing research, perhaps because it had already reached the vanishing point in many colleges. Substantial numbers of teachers (42 percent of the teachers in 4-year institutions and 35 percent of those in junior colleges) either said that they desired no change or omitted this item, an indication that many faculty members are reasonably satisfied with the distribution of their time. Had a question been included relating to total load, more protests might have been registered, judging from repeated comments made on this point in the interviews.

SATISFACTIONS EXPERIENCED IN WORK

Human beings seek to satisfy a wide range of needs through their work activities, ranging from minimal requirements for food, shelter, and a sense of belonginess to the strong drives that some people have for power, understanding, experiences of beauty, and "self-actualization," or becoming all that the individual can hope to be. Studies by Roe (30), Super (39), and others suggest that one's satisfactions, aspirations, and goals are strongly conditioned or determined by occupational placement, since the latter constitutes a way of life as well as a means of livelihood.

To find out what faculty members considered to be the major satisfactions associated with their career roles, each respondent was invited to set down his own views in a series of numbered points. A great variety of answers resulted, ranging from descriptions of tangible benefits to many kinds of "psychic income" accruing from the fulfillment of personal needs and hopes.

Primary satisfactions

Irrespective of the institutions in which they served, these college teachers commented chiefly on the interesting and socially significant tasks they perform (see table 11) rather than the conditions of work or the recognition or prestige associated with such service. Thus the largest number of reasons given for liking this field centered around *the nature of the work* that college teachers do, indicating that the job

TABLE 11.—*Major satisfactions*[1] *of a college teaching career, in the opinion of Minnesota faculty members*

Type of satisfaction	Percent of faculty	
	4-year college (N=576)	Junior college (N=130)
Nature of the work		
Association with college-age students	30.6	33.1
Helping young people grow	17.1	19.3
Observing students' growth and success	20.8	25.4
Transmitting knowledge	8.7	6.2
Working and studying in own field	18.6	21.5
Opportunities to influence young people	6.1	9.2
Sheer enjoyment of teaching	7.1	1.5
Range and variety of activities	1.6	0.8
Other	2.6	2.3
Working conditions		
Able and well-motivated students	11.8	22.3
Fine colleagues and administrators	25.0	13.8
Intellectually stimulating associations	28.8	26.9
Opportunities for research	8.7	0.8
Opportunities to attend professional meetings	1.0	0.0
Desirable environment	7.1	1.5
Freedom and independence in work	16.7	15.4
Other	6.4	3.1
Appreciations and rewards		
Security (salary, tenure, etc.)	1.4	1.5
Prestige or general recognition	4.3	4.6
Sense of social usefulness	8.8	8.5
Appreciation expressed by students	3.0	3.8
Recognition by administrators	0.4	0.0
Personal satisfaction	4.5	7.7
Other	0.0	0.8

[1] Based on comments of the 706 participants. Each person described major satisfactions experienced in his faculty service; the replies were later categorized to retain as much as possible of their original meaning.

itself is intellectually challenging and satisfying. Also cited frequently were favorable *conditions of service*, including flexible teaching schedules, pleasant associates, and longer summer terms for study and travel. Least often noted were *tangible rewards* for such service—salaries, tenure arrangements, and various fringe benefits. Gustad (19), Roe (31), and others report a similar concentration on work primarily as an end in itself, although the teachers and scholars studied were not indifferent to the professional associations and economic rewards attached to such service.

Expanding on these values in the interview situation, Minnesota faculty members illustrated why they like college teaching and hope to continue in it. Some expounded the advantages of the scholarly life, with the opportunities this affords for continuing study and reflection. Typical of this group were the following statements:

> "I am tremendously fond of learning, and this is one situation where a person can do what he wants to do and still earn a living." (English)
>
> "I like all the time to be learning things." (Forestry)
>
> "One exceedingly important advantage is that a person has control of his own time and therefore has a chance to contribute to his field through research." (Pharmacy)

Others cited major satisfactions derived from working with students. Many teachers remarked that "college students, faculty, and administrators are stimulating company." Others like "working with the best of our potential leaders," and "the stimulus that comes from association with young and active minds." Some persons who entered the profession in order to continue study and research in their particular field reported that, unexpectedly, their main satisfactions now center in teaching and working with students. A typical comment:

> "At the beginning of my career, I was doing the teaching for the sake of being in a position where I could do research; now I feel that I do some research in order to stay in teaching." (Modern European History)

A number of faculty members declared their particular liking for college-age young people, sometimes contrasting these students with the adolescents they had earlier taught in high school. In comments like the following they declared their preference for students of greater ability and maturity:

> "I like to teach young people of college age, for their patterns of thinking are not set yet . . . I am trying to make them more argumentative." (Classics)
>
> "I like to see freshmen, sometimes with tremendous prejudices, mellow and grow more philosophical as they get more information about the world and their responsibilities." (English)
>
> "I enjoy teaching freshmen . . . I like them as people and like especially their freshness of approach to life." (Biology)
>
> "Beginning students are more excited about their work in college, so they are fun to work with. Upperclassmen are harder to challenge." (Art)

Other college teachers emphasized the social values of teaching, pointing out how much it meant to invest their lives in something of permanent worth and significance, aimed at improved human living.

> "My greatest satisfaction lies in work with students, for through them I am able to communicate with society." (Political Science)
>
> "I am in a better position to influence the profession of veterinary medicine by being a faculty member than a private practitioner." (Veterinary Medicine)

> "It was not the contemplative life of the scholar that got me into teaching but rather the opportunity to do something practical about improving the profession and training better lawyers." (Law)
>
> "You can leave more for posterity if you are a teacher than from any other occupation." (Civil Engineering)

Many faculty members also spoke appreciatively about "the companionship offered by the faculty," observing that "this intellectual comradeship far exceeds that possible in business or industry." College communities were also valued as "a nice place to bring up the kids." Some spoke of the general way of life and type of identity they enjoyed as faculty members, in some instances ranking these above other rewards associated with faculty service.

One major satisfaction, which was noted more frequently in the interviews than the questionnaire returns, had to do with the freedom and independence college teachers enjoy. College teaching may be one of the last strongholds of the so-called "rugged individualist," affording a greater opportunity for initiative and personal decision-making than most other professional and managerial jobs. Many faculty members were quite expressive in discussing such advantages:

> "I can be more creative in a college teaching job than stuck in an office. I need time to think." (Chemistry)
>
> "You don't have to contend with the parents or school board officers; there is much more freedom of speech and operation." (Education)
>
> "You can drop a piece of research when you get bored." (Mechanical Engineering)
>
> "This is one of a few professions where you can be extremely creative on your own. No one is cracking a whip over you." (Psychology)

Since this had not been mentioned very often among reasons for choosing college teaching, it is apparently a job asset which is appreciated only after some service in the field. The fact that experienced teachers cited this satisfaction more often than their younger colleagues seems to support this observation. Occasionally, though, the interviewee's strong emphasis on this one factor suggested that certain other needs, such as those for prestige and scholarly accomplishment, were not being adequately fulfilled. Allegiance to "independence" appeared in these instances to be a kind of defense mechanism shielding the individual from a sense of failure in other areas.

Particular types of colleges

University staff members seemed to be more concerned with the advancement than the communication of knowledge—in other words, with research rather than teaching. As one university professor noted, "It is the possibility of doing research that keeps people in teaching rather than industry." They also attached more weight than other groups to the excellent libraries and cultural facilities of the area, and to the freedom they enjoyed as academic people.

Church-related institutions also held special attractions for a good share of their staffs:

> "I like to watch the maturing and general development of students from a spiritual as well as an intellectual point of view." (Sociology)
>
> "To me college teaching is essentially a religious career because one is leading students to search for and find truth in all the liberal arts, and ultimately this can be done only with a religious perspective." (History)
>
> "My greatest satisfaction comes in seeing students and graduates exert a real Christian influence through their work and community activities." (Business Education)

The teaching of teachers seemed to be a great satisfaction, almost a calling, for many faculty members in the State colleges:

> "The people I work with come with a specific goal and are highly motivated—they want to be teachers." (Elementary Education)
>
> "Teacher education is challenging, and fully worthy of the time and devotion it requires." (Speech)

Although junior college faculty members were not as generally satisfied with their careers as were teachers in 4-year colleges, they often noted some compensatory advantages in teaching at this level. These included such things as "greater opportunity to counsel and to come to know students well," "closer relationship with the local high schools and immediate community," and "considerable freedom to function without the usual departmental hierarchy."

The particular location of a college sometimes colored these views, with faculty members who lived in small towns citing the closer contacts they enjoyed with the staff members and students, the "nearness of woods and lakes," and "the excellent hunting and fishing" these provided. In contrast, certain other faculty members expressed their strong preference for metropolitan areas, not only for educational and cultural reasons but because they "didn't feel that they were being watched." Evidently they perceive a college teacher in a small town as being too much in the public eye, much like the minister or high school teacher.

In summarizing how they felt about their jobs, many college teachers strongly expressed their loyalty and dedication to this career:

> "The academic life is just wonderful—I like my students, I like my research, and I like to write up the results of my studies." (Psychology)
>
> "I can think of no greater challenge to one's best abilities than to help college students think and decide for themselves on the great issues facing man." (History)
>
> "All my job is fun." (Psychology)
>
> "I have found that all the indescribably good things about teaching are so." (Graphic Arts)

DISSATISFACTIONS ASSOCIATED WITH WORK

The fact that few specific responses were obtained to a question probing frustrations or dissatisfactions may in itself be a significant finding. Although only 8 percent of the participants omitted this item, those who responded usually listed only one or two points in space provided for at least three replies. This impression of reasonably good faculty morale, with satisfactions decisively outweighing irritations or disappointments, was clearly supported in the subsequent interviews. However, faculty members did not by any means take a roseate view of the teacher's lot, for they perceived many institutional practices as unwise and sometimes actually detrimental to the individuals concerned and the broader purposes served by colleges.

Salary and working conditions

The source of discontent most frequently scored, low salary level, was mentioned by almost half the respondents, whether they taught in 4-year or junior colleges (see table 12). And when faculty members talked about financial returns, they clearly had in mind a salary that would enable them to support their families without taking on outside work. One young faculty member expressed what seemed to be a commonly held view, namely, that "any concern for salary is of economic necessity, not an evidence of grave dissatisfaction with the profession." Others thus emphasized the injustice of such low pay:

> "When I see what wealth is displayed by the families of some of our students who are paying only moderate tuition costs, I get madder than ever." (Psychology)
>
> "Physics and math and chemistry teachers must devote their lives to preparing engineers for industry, who will earn several times the teacher's salary. . . . They are subsidizing industry by training the young people that industry needs to carry on." (Physics)
>
> "If a teacher's 'pursuit of self-improvement' is hampered by tight finances (the theatre ticket given up, the new book unbought) and if the course of his reflections is interrupted by the constant nagging of his budget, his effectiveness as a teacher is bound to be impaired. Further, the authority of the teacher to a degree depends on the respect accorded him, a respect which seems to be reflected in the amount of salary society is willing to pay." (English)

Teachers also complained, particularly in the interviews, about the dearth of funds for research, advanced study, and trips to professional meetings, saying that this seriously handicapped them in making their best professional contribution.

TABLE 12.—*Major dissatisfactions* [1] *of a college teaching career, in the opinion of Minnesota faculty members*

Type of dissatisfaction	Percent of faculty	
	4-year college (N=576)	Junior college (N=130)
Demands of the work		
Too heavy class load	5.4	9.2
Too long hours	5.7	6.2
Too much preparation	3.0	6.9
Too much work outside teaching	6.6	14.6
Excessive committee work	4.9	5.4
Too much red tape and routine duties	14.4	9.2
No time for study	5.7	4.6
No opportunities for research	5.2	2.3
Other	4.7	5.4
Working conditions		
Poor or unmotivated students	12.0	14.6
Poor faculty attitudes	1.2	1.5
Narrow interests of colleagues	5.0	3.1
Poor intra-faculty relations	3.5	2.3
No policy-making by faculty	4.3	3.8
Poor facilities	4.9	3.9
No opportunity to attend professional meetings	1.0	0.0
Classes too large	3.0	0.8
Other	5.2	3.8
Rewards, appreciations		
Poor salary	47.2	43.9
Low status of profession	1.9	3.1
Inadequate appraisal of work	0.9	0.8
Little student appreciation	0.4	2.3
Little recognition for good teaching	1.2	0.8
Little appreciation of contributions	1.9	1.5
Degrees overemphasized	1.7	1.5
Stress on research too great	1.0	0.0
Slow promotions	1.6	1.5
Other	1.7	3.8

[1] Based on comments made by the 706 participants. Each person described major dissatisfactions experienced in his faculty service; replies were later categorized to retain as much as possible of their original meaning.

Other dissatisfactions cited related chiefly to heavy work loads, which mortgaged hours that these faculty members sorely needed for professional study, reading, and significant nonacademic interests. In the interviews, some teachers cited chapter and verse, sketching in considerable detail the number and size of their classes, the multitude of extraclass duties that they were expected to perform, and the incessant demands levied against their time by community groups:

> **"I am spread over too many areas, and should like to specialize a little more." (Political Science)**
>
> **"My broken schedule makes research difficult." (Music)**
>
> **"I have no time for contemplation, to say nothing of trying to do any writing." (Religion and English)**
>
> **"It is getting unbelievably difficult to carry my total load, and I am getting tired of trying to do so." (Psychology)**
>
> **"I feel that I am being stretched much too thin." (Dietetics)**

Complaints about pyramiding committee and administrative duties were registered almost everywhere, and with particular fervor at a few institutions. Many teachers apparently agreed with the man who said that he would like "more time devoted to academic interests and less to making the wheels go around." In the smaller schools there was also considerable dissatisfaction with faculty meetings, which were frequently characterized as "dull" and "useless." As in Gustad's (19) and Caplow's (4) studies, many faculty members felt that such "housekeeping" duties were interfering seriously with activities likely to win them recognition beyond the campus.

Some dissatisfactions were also expressed with practices governing academic promotions. The "publish or perish" theme was scored by some, while others observed that good teaching seems to be rarely identified or rewarded.

> **"This puts the cart before the horse . . . If a man has to do research and publish to get promoted, then he does sloppy research or inconsequential research and bad writing. This is the principal cause for the proliferation of mediocre articles in American university circles. It takes all the fun out of it . . . and all the really good research out of it, if you *have to do it*." (Mechanical Engineering)**
>
> **"As long as teachers are rated and promoted salary-wise on the basis of factors other than teaching, they would be fools to waste time and effort in becoming better teachers." (Business)**

Administration

Faculty tensions were evident in some institutions, with a few faculty members affirming that "the biggest single cause of loss of strong staff is bad administration." Particular resentment was expressed about deans or department heads who "foist courses upon teachers without consultation" or who "disregard faculty wishes on important issues." Only an occasional faculty member was as bitter as the sociologist who commented that "teaching is something which must be done in spite of the adminstration rather than with its assistance."

Other criticisms were directed at inadequate facilities, including "grim and dirty" faculty offices, which were occasionally contrasted with "the plush quarters of administrators," and at the dearth or total absence of clerical and secretarial help. Inadequate janitorial service and the lack of special faculty parking facilities also posed annoying problems at some institutions.

Type of institution

Faculty members in liberal arts colleges seemed to be particularly disturbed by disciplinary or instructional problems, which were often attributed to the presence of inadequately prepared or motivated students in their classes. Some also spoke of "spoon-feeding" approaches, which they felt tended to lower the status of the profession.

State college staff members noted, to a greater extent than colleagues elsewhere, the lack of proper facilities, overly large classes, and the frequent failure to involve faculty members in policy-making.

Junior college teachers criticized their constantly expanding responsibilities for the extracurricular program.

Routine committee and administrative duties were also scored by university factulty members, who sometimes spoke bitterly of these inroads on time properly reserved for teaching and research.

PRESENT ATTITUDE TOWARD CAREER

To find out how faculty members weighed the various opinions that they had volunteered about their services on college or university staffs, two additional questions sought a kind of global judgment of college teaching as a career. The first asked for a personal rating of this field, using a 5-point scale ranging from "very satisfied" to "very dissatisfied"; the second explored the individual faculty member's readiness to make the same decision, should he once again be confronted with the problem of choosing a career.

General rating of career

The great majority of faculty members in 4-year colleges expressed distinctly favorable attitudes toward this career, with with 50 percent describing themselves as "very satisfied" and another 42 percent as "satisfied" with this choice (see table 13). Three percent classified their attitudes as neutral or "indifferent"; an equal number said they were dissatisfied to some degree, or left the item blank; just 3 faculty members in the 706 studied expressed grave dissatisfaction with their career choice. As Berelson (1, p. 203) notes, in commenting on a 90-percent endorsement by recent Ph.D.'s of their doctoral programs and also of the jobs they now hold, "no one knows what par is for an educational venture, but so far as the satisfaction of the product goes, this must be well over it."

TABLE 13.—*Attitude of Minnesota faculty members toward college teaching as a career*

Attitude concerning career	Percent of faculty	
	4-year institution [1] (N=576)	Junior college (N=130)
General rating of career choice:		
Very dissatisfied	0.5	4.6
Dissatisfied	2.6	2.3
Indifferent	3.3	4.6
Satisfied	42.4	55.4
Very satisfied	50.2	30.8
(No response)	1.0	2.3
Total	100.0	100.0
Readiness to reaffirm choice:		
Yes	83.2	69.2
No	5.4	13.8
Uncertain	10.4	16.2
(No response)	1.0	0.8
Total	100.0	100.0

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

Among faculty members in 4-year institutions, private liberal arts teachers expressed the greatest degree of satisfaction and University of Minnesota faculty the least (56 and 46 percent, respectively, gave "very satisfied" ratings). Rather interestingly, the highest percentage—5[illegible]—of "very satisfied" teachers was found among persons who had earned their baccalaureate degree in a private college and were now teaching in such an institution, and the lowest percentage—39—among those whose preparation and experiences had been confined to public colleges. Certain conditions of service may have influenced these attitudes, but strong commitment to the distinctive goals of church-related colleges seemed to be the primary explanation. Junior college teachers, in general, seemed to be somewhat less happy about their current career roles, with only 31 percent expressing the high satisfaction shown by half of the teachers in 4-year colleges. Medsker's recent study (24) indicates even less satisfaction nationally among junior college faculties.

Faculty members in the humanities also appeared to be significantly more satisfied with their career choice than were their colleagues in other fields, particularly in the natural sciences, including mathematics and engineering. Limited opportunities for research and inadequate science equipment in many small colleges were sometimes cited in support of lower ratings, but this was clearly not the case at the University of Minnesota, where science teachers constituted three-fifths of the "dissatisfied" group. Judging from interview comments, close contact with scientists in industry had tended to make such persons quite critical of current academic salaries, workloads, and other conditions of service. The fact that many persons in this field had not really planned to become college teachers may also have colored their views.

Persons who had seriously considered a career in college teaching while still undergraduates gave significantly higher ratings to their career choice than did those who made up their minds later or simply drifted into this field. Thus 59 percent of the "early deciders" said that they were "very satisfied" with their selection, as compared with 46 percent of those who did not consider college teaching until much later. This harmonizes with Merton's (25) finding that the "early deciders" in medicine were more certain than their colleagues that they had made the right decision.

Readiness to re-enter field

Consistent with these generally favorable attitudes toward college teaching, five-sixths (83 percent) of the faculty members in 4-year colleges thought that they would choose college teaching, were they faced again with the decision. Gustad's findings (19)—that 80 percent of the southern college teachers studied planned to remain in this field—harmonized with this. Ten percent of the Minnesota faculty members were uncertain, and 5 percent thought that they definitely would not do so, sometimes not because they disliked teaching or other faculty responsibilities, but because they felt they could not afford financially to remain in this field. In the later interviews some referred to disappointments and frustrations that had made them question the wisdom of this choice for themselves.

Quite a number of junior college faculty members hesitated to reaffirm their present choice. The findings here agreed with the earlier reported ratings on career satisfaction. Thus 16 percent of the junior college teachers said that they were uncertain that they would, and 14 percent stated that they would not choose this profession again. Most of the latter would now select careers in industry or business and avoid teaching altogether. Judging from the present replies, special recruitment efforts will be required to staff the anticipated dramatic expansions predicted for junior college education in the coming decade (Medsker, 24).

Although the vast majority of faculty members thought that they would reach the same decision, the percentages who said so varied from field to field, as they had on other measures of satisfaction with college teaching. Again more natural scientists expressed uncertain or negative attitudes than teachers in other disciplines, suggesting that quite a number were not entirely happy with their career choice.

Recruiting and Holding Qualified Staff

Since colleges and universities will have to attract and retain far greater numbers of faculty members in the years ahead, the concluding items of the questionnaire invited present faculty members' ideas on how this might be done. Again these free comments were analyzed to identify clusters of recommendations, and further probing along these lines was done in the interviews. The following summary is adapted from a longer report (Eckert, 10) on this aspect of the Minnesota study.

Viewed from the perspective of present faculty members, several major steps might be taken to attract and hold qualified persons in the profession. As the responses summarized in tables 14 and 15 suggest, most teachers advocated sharp increases in salary and fringe benefits as the best single means of accomplishing these purposes. But they also recommended improved methods of identifying, recruiting, and developing top-quality teachers and various adjustments in their services, aimed at utilizing faculty talents more wisely and giving teachers a greater share in educational policymaking.

Recruitment of new staff members

Faculty members questioned in this study showed no tendency to minimize the critical situation of American colleges in locating and

TABLE 14.—*Recommendations of Minnesota faculty members for the recruitment of college teaching staff*

Measures recommended	Percent[1] of faculty	
	4-year institution[2] (N=576)	Junior college (N=130)
Recruitment and preparation		
Broader publicity concerning academic life	21.0	21.6
More scholarships and financial aids	20.0	16.2
Better "selling" efforts by teachers	11.8	13.8
Better counseling and guidance	12.8	12.3
Better preservice training opportunities	4.3	4.6
Other	5.6	5.4
Program adjustments		
Lighter workloads for teachers	9.2	8.5
More time and money for research	7.3	4.6
Improved working conditions	7.0	3.8
Stress on quality of classroom teaching	3.5	3.8
More clerical and other help	2.3	3.1
Other	[3] 11.6	[3] 16.9
Increased rewards		
Higher salaries	59.7	54.6
More prestige for college teachers	5.4	7.7
More recognition of good teaching	3.1	6.2
Better security (tenure, retirement, etc.)	8.7	5.4
Other	8.1	4.6

[1] The percents in certain instances total more than 100, since some individuals checked more than one response.

[2] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota, fall 1956.

[3] Includes recommendations for better teaching assignments, more stimulating atmosphere, better professional courses, etc.

attracting qualified staff members. Since their own departments and colleges were already wrestling with these problems, many of them spoke from direct experience. As one commented:

> "Our department has explored housewives, retired teachers, people whose husbands are on the staff or nearly on the staff, former teachers, and all kinds of people, and we simply can't find anybody . . . . We are getting desperate about what to do next year." (Home Economics)

In the opinion of these teachers, some of the most formidable obstacles lay in conditions beyond the college's direct control. Thus they repeatedly spoke of the unfavorable environment in which recruitment efforts must often operate.

> "The better publicity (for college teachers) now on radio and TV is in the next breath contradicted by a more subtle belittling and making fun of college teachers in various types of entertainment programs." (Industrial Arts)

Some spoke of "the business orientation instilled in students by their families" and of the need to "help top-ranking students get the dollar signs out of their eyes" before teachers can hope to interest them in college teaching. As an Indian educator observed, "the social attitudes in this country are very much against getting good people to enter and stay in this field."

Almost all the teachers agreed that recruitment should be highly selective, focused on students who give promise of becoming effective scholars and teachers. Some also noted that important resources of talent are lost because outstandingly able girls are not systematically recruited to this field. Others spoke of the need to create a livelier intellectual climate in schools and campuses if superior students are to be attracted to such careers.

> "The high school is the crucial level at which to begin to recruit college teachers, first by making liberal studies available and then by teaching them very well—so interestingly and stimulatingly that enough good students catch fire, from whom colleges can pull those that ought to become college teachers." (Classics)
>
> "Catch these people—the *best* students—while young." (Law)

In commenting on specific steps that might be taken to recruit and prepare good candidates, many teachers recommended that undergraduate students be given more information about academic careers, to enable them to compare the assets and liabilities of faculty service with those of other fields that compete for high-level talent. Several teachers urged that the colleges "proselytize for the social studies and humanities in some of the same ways in which this is currently being done for science and mathematics." A few others suggested that departments of education give more publicity, perhaps in their undergraduate courses, to the need for college teachers and to the advantages of this career. Rather interestingly, these ideas came from faculty members in liberal arts and in professional fields other than education.

Teachers themselves were urged to take a more active role in the recruitment process and use their contacts with students and their influence in the community to interest likely candidates in this field.

> "This has to start with faculty members themselves. They have to take themselves seriously, not only in terms of salary, but of the product they deliver." (Speech)
>
> "Encourage the staff to display more enthusiasm for teaching." (Agriculture)
>
> "The greatest encouragement that a teacher can give is to present to the student the dignity of being interested in his own field and of being a good teacher himself." (History)

The faculty members who were interviewed expressed many ideas concerning methods of recruiting, including two techniques that had not been brought out clearly in the questionnaire study. The first was to get students interested in teaching by letting them try it.

> "The best way to interest people in college teaching is to give them a taste of teaching . . . to get them acquainted in a really personal way with the inner workings of the department and the people who staff it." (Agricultural Science)

The second suggestion was to invite promising students into faculty homes, so that teachers could get to know these able students better and let them see how teachers live and what freedom they enjoy.

> "Establish closer personal relationships between faculty and students so as to 'sell' the academic way of life to the best, brightest, and most well-blanced students." (Law)
>
> "Students who attend small colleges are fertile sources of supply for graduate schools and college teaching jobs because they get to know, love, and admire their own teachers more than students do in the big universities." (Psychology)

A few faculty members reported a "graduate day" to which honors students from all colleges in the area are invited each year to discuss career opportunities in college teaching and research. A physiology professor commented that his department had recruited a number of able undergradute students to graduate study and college teaching by offering them summer jobs in the department.

Noting the need for better training programs for prospective college teachers, a few faculty members suggested that "some type of teaching Ph. D." be developed for individuals who expect to be chiefly concerned with undergraduate instruction. One professor of classics said that he "would have welcomed a real internship on how to teach," but, in general, faculty members made few recommendations regarding preservice training, perhaps because no specific questions had been asked on this point.

Direct financial help to prospective college teachers was also proposed by a number of faculty members, who sometimes cited examples of what their own departments were doing to secure scholarships and fellowships for their ablest students. Several teachers also mentioned regretfully the time they had lost on odd jobs to finance extended graduate study.

Adjustments in jobs

In the judgment of these faculty members, efforts to build up the teaching staff may not be successful unless certain prevailing conditions of work are corrected. Although essentially the same factors were specified in connection with recruiting new teachers (see table 14) and retaining present faculty members (table 15), internal adjustments that would create a favorable climate for teaching were more frequently stressed in the latter connection.

A primary concern was with staff loads, which were judged to be far too heavy for good teaching, serious research, and productive writing. Of all the persons interviewed, only one said, "I never have to take any work home." (English)

A more typical remark was:

> "The total responsibilities of college teachers are too great . . . Administrative officers never seem to count all the extra things that are included, such as advisory responsibilities (40–50 students), committee assignments, and administrative duties." (Elementary Education)

TABLE 15.—*Recommendations of Minnesota college teachers for the retention of college teaching staff*

Suggested measures	Percent of faculty	
	4-year college [1] (N=576)	Junior college (N=130)
Program adjustments		
Lighter workloads	18.9	17.7
Better atmosphere for work	12.2	12.3
More time for research	13.7	3.1
More time for study and preparation	5.2	3.1
Better facilities for research and teaching	6.2	6.1
Other	6.3	6.9
Faculty-administration relations		
Greater academic freedom and encouragement	7.7	7.7
More policy-making by the faculty	7.8	0.8
Better communication	5.7	2.3
More cooperative or competent administrators	3.7	0.8
Other	5.8	3.1
Increased rewards		
Higher salaries	70.5	71.6
Increased prestige for college teachers	4.0	6.9
More recognition of good teaching	6.3	9.2
More security and fringe benefits	12.1	10.0
Increased provisions for study leaves	4.9	3.8
Promotions and other recognition based on merit	13.0	8.5
Commendation for individual achievement	5.2	3.1
Other	4.7	7.7

[1] Includes faculty in private liberal arts colleges, State colleges, and the University of Minnesota.

Insufficient time for research and writing was a frequent subject of complaint. A number of the University teachers, for example, suggested they be paid on a 4-quarter basis, with a quarter's leave allowed each year for personal research and other creative work. They also stressed the urgent need for better research facilities and for an atmosphere conducive to high-level performance, whether in teaching or research. A general appeal in many of the colleges was that more clerical, secretarial, and janitorial assistance be provided, to help faculty members do a more effective job.

> **"I find myself typing my own letters if they must go out in a hurry . . . sometimes I also have to run the hectograph machine." (Dietetics)**

> **"I have had to use my limited student help to keep the laboratories in order because the janitorial assistance is so poor in our school." (Physics)**

Several comments directed at administrators emphasized the need for more faculty participation in policymaking and for assuring teachers that "parochial and McCarthy-like pressures from the Community" would be sturdily resisted. Administrators were also advised to take a more active role in helping staff members improve their teaching performance and rethink the purposes and strategy of the curriculum. A few persons suggested organized programs of inservice education to increase the teaching efficiency and satisfaction of the staff members and thereby keep more of them in academic life.

Improvements in economic and social standing

In the questionnaires and interviews, most faculty members stressed the need for raising salaries as a means of attracting new staff and holding those already in service. In addition, they hoped to see members of the profession granted greater job security, more fringe benefits, a decent retirement income, promotion on the basis of merit, and wider public recognition. Sixty percent of the teachers in the 4-year colleges said that salary advances were essential to recruiting new teachers and 70 percent stressed this as a means of holding qualified teachers.

> **"There may be some idealistic youngsters left to whom you can list the intangibles of college teaching, but they are few and far between. Therefore it comes back to the necessity of offering more money." (Communications)**

> **"Set considerably higher salaries at the teaching-assistant and instructor levels to encourage able students to seek higher degrees. Their association with outstanding teachers will then help sell the advantages of continuing in a teaching career." (Literature)**

Several others commented on the need for increasing fringe benefits in the nature of tax rebates, setting up more lenient and liberal policies on sabbaticals and opportunities for further study, assuring better retirement pay, and the like. As one teacher in mechanical engineering noted:

> "You can't change the man who is firmly established in a good job in industry and get him back in teaching just for an equivalent salary."

Still others spoke of the need to correct "the college teacher's lack of social position in a society which is practical and scientific-minded these days."

SUMMARY

Taking an overall view of the satisfactions and dissatisfactions expressed by these faculty members, it appears that most college teachers are reasonably satisfied with their profession, and that the vast majority would again choose this field, given an opportunity to review their decision. Although junior college teachers expressed less positive attitudes than their colleagues in 4-year colleges, they also seemed to like their work and to derive important satisfactions from it. The findings of the Minnesota study on this point are also strongly supported by Gustad (19).

The reasons why these individuals entered college teaching, described in the preceding chapter, were usually reflected in satisfactions which they reportedly derived from it. While the present study suggests a general interest pattern that may be independent of the specific differentiated duties that college teachers perform, faculty members differed in the emphasis they gave to various motivations and satisfactions, and did so in ways that suggest a reasonably close relationship between them. For example, those whose needs seemed to have been primarily nurturant and affiliative reported their greatest satisfaction from contacts with students and fellow faculty members, whereas those whose strongest needs were evidently for intellectual order and discovery particularly valued the opportunities that an academic career provides for the scholarly pursuit of knowledge. The present instruments were too crude to identify different personality types among college teachers, but general impressions seemed to support other studies, notably those by Gustad (19), Roe (31), and Schaffer (32).

Although most faculty members are proud and satisfied with their roles as college teachers, they feel that much could be done to improve their lot. They realize that there has been little planned recruitment to their ranks, and that the conditions of hiring, promoting, and rewarding teachers have not always helped to retain qualified people or to use their gifts wisely. Evident in the specific suggestions volunteered was their strong concern for building up the profession and seeing it accorded its proper measure of public respect and support.

CHAPTER V

Differences in Job Motivations and Satisfactions

ALTHOUGH COLLEGE TEACHERS have many common interests and concerns, they are by no means cut to the same pattern, as the foregoing discussion suggests. They are clearly individuals whose outlooks have been shaped by a whole lifetime of experiences, including membership in subgroups that have potently affected their activities and value systems. Certain differences associated with teaching in a particular type of college or subject field have already been noted, as well as a few differences pertaining to questions under special study, such as the time of selecting this career. Five other classes of faculty members are considered in the present chapter in the hope of learning more about their particular motivations and satisfactions.

The various faculty groups studied (composed of women, members of religious orders, former school teachers, members of departments and schools of education, and "highly satisfied" teachers) are compared in each instance with persons who did not show the characteristic under study, in order to explore possible associations between the selected trait or experience and satisfactions in college teaching. Since these are probably not the only ways in which the groups differ, obviously no causal relationship can be inferred from such analysis. For example, the percentage of women among former school teachers who joined college faculties is significantly higher than among persons who came directly to their college jobs, and findings may therefore be partially colored by this sex difference. In the present exploratory study it would not have been feasible to try to ferret out the reasons *why* members of a particular group deviated from their colleagues in certain significant respects. Whatever the reasons for such differences, it is important to know that they exist and to plan wisely for the use of such diversity in faculty experiences and outlooks.

ACADEMIC WOMEN

Because very little is known about women faculty members, the questionnaire and interview materials were systematically reviewed to see how women who joined college faculties compared with their male colleagues in background, current service, and general appraisal of their careers in college teaching. Fewer women have been attracted to college teaching, possibly because most women give at least their early adult years to their responsibilities as wives and mothers. But in view of the country's great need for trained talent and women's own increasing interest in work beyond the home, more and more women will probably be recruited to college staffs on a full- or part-time basis. Much more must be known about what women seek from their jobs and how they progress in them, if these recruiting efforts are to be effective. A few highlights from a special report (Eckert and Stecklein, 11) on the 197 women faculty members who participated in the Minnesota study are summarized below.

Background information

More than two-fifths (44 percent) of the women in the study were born in Minnesota, as contrasted with only 25 percent of the men. Significantly higher percentages of women also came from other parts of the north central area, corroborating impressions that women tend to be residentially more immobile than men. Like their male colleagues, most of these women had grown up in middle- and lower-class homes, in which the fathers had been tradesmen, farmers, skilled or semiskilled workers, and in which the parents had typically had less than a high school education. But significantly more women faculty members came from homes where one or both parents had been teachers, a fact suggesting that girls may be more influenced than boys by having such a role-model within their immediate family.

As might be expected, a much higher percentage of the women were single (54, in contrast to 17 percent of the men). Rather suprisingly, the typical woman was some 6 years older than her male counterpart (48 as against 42 years of age)—a difference that showed up consistently in all four types of colleges studied.

Choice of college teaching

Few of these women had given any serious thought to college teaching during their undergraduate years; only 1 in 8 reported this as a tentative career choice at graduation from college. As many noted in the interviews, college teaching seemed to be a goal far removed from the aspirations of young women, although many planned to become elementary or secondary school teachers (60 percent of the women, 35 percent of the men, reported this goal at the time of college graduation). There was also some indication that parents had encouraged schoolteaching for their daughters but not for their sons.

Although strikingly similar percentages (78 for women and 74 for men) said that they had looked upon college teaching as a desirable career for other people, fewer women regarded this career favorably as a personal career goal (50 vs. 66 percent, respectively). In other words, there seemed to be a greater disparity for women than men between the generally positive "image" developed of college teachers and their personal career preferences.

To a significantly lesser degree than men, women ascribed their final career choice to factors directly associated with the job itself, such as the possibility of carrying on research (18 vs. 32 percent for men), good working conditions (33 vs. 46 percent), and the academic and social advantages of being a college faculty member (18 vs. 26 percent). External circumstances, such as being counseled in this direction by a respected teacher or counselor (39 percent vs. 19 for men) or by being offered a college-level job (60 vs. 32 percent) had evidently influenced more women than men to join college faculties. This seemingly runs counter to Tiedeman's thesis (40) that internal forces may be primarily dominant in women, while external forces tend to shape the career decisions of men. Being less firmly identified with the occupational role of the college teacher, the women included in the Minnesota study may have felt less of the ego involvement on which a long-range commitment to this field may depend.

Preparation for college teaching

Forty-five percent of the women had received some type of academic recognition as undergraduates, such as being graduated with honors or elected to Phi Beta Kappa or some other honor society. This was only slightly below the correlate figure (51 percent) for men, suggesting that both groups had considerable potential for graduate work. Yet women students were much less likely to begin graduate work immediately, or to pursue it on a full-time basis when they did take it.

When asked how they managed to finance their advanced studies, significantly more women than men reported the use of personal savings; men far exceeded women in the number of scholarships and fellowships, appointments as teaching and research assistants or as regular staff members, GI aids, and even in "earnings of a spouse." This dearth of financial aids for women graduate students may partly explain why so few women continued to the doctorate, despite their excellent undergraduate records. Some earned only a single degree (13 percent), supported in most instances by some advanced nondegree study, while most women reported an M.A. or M.S. as their highest degree, again sometimes buttressed by formal studies beyond this point. Only 26 percent of the women, as contrasted with 51 percent of the men, had yet earned their doctorates, even though the women included in the Minnesota sample had had 6 additional years, on the average, in which to fulfill graduate requirements.

Approximately twice as many women as men (36 vs. 17 percent) had come directly to their present college jobs from a position in the lower schools, and many fewer had held nonacademic appointments. Although the typical woman faculty member was 48 years old, she had been on a college or university staff for only 8 years, which suggests how recently many women had become college teachers.

Current positions

Several notable differences also emerged in an analysis of these faculty members' current jobs. Indicating reasons for joining their present staffs, women mentioned more often than their male colleagues that they liked the type of school, that they had been assigned to it (a response characteristic of members of religious orders), or that the position had been "available." In contrast, men tended to stress the reputation of the school, the research opportunities it provided, and the salary offered.

Two-thirds as many women as men had attained associate or full professorships (37 vs. 56 percent); women were also under-represented in certain types of institutions (notably the University) and in certain subject fields, such as mathematics, the biological and physical sciences, and most professional specialties. Two fields—the humanities and professional education—accounted for half of all the full-time women teachers serving in these colleges.

Women were giving proportionately even more time than their male colleagues to teaching and other services to student groups, restricting greatly their participation in research activities, committee work, and off-campus projects. The largest single difference related to research, where 63 percent of the women, as compared with 36 percent of the men, reported that they were currently giving no time at all to research and scholarly writing. If faculty recommendations for a redistribution of their professional activities were adopted, women would be giving still more of their time to teaching, thereby accentuating the above differences.

Almost half of both groups characterized themselves as "very satisfied" with their career choice, and most of the others said they had experienced moderate satisfaction from such service. Men seemed a little more reluctant than women to do it all over again; 19 percent of the men and 11 percent of the women said either that they were doubtful or would not again become college teachers, were they now faced with this decision.

Appraisals of college teaching career

When asked about the satisfactions of faculty service, the majority of men and women agreed that they liked their present jobs and the status they enjoyed, professionally and socially, as college teachers. Women were more likely than men to mention "good students" and "desirable colleagues" as major sources of satisfaction, an indication that women have a greater flair for the intuitive aspects of social relations. Male faculty members, on the other hand, seemed to prize especially the opportunities that some college jobs provide for research and also the freedom and independence enjoyed by college teachers. Both men and women indicated relatively few dissatisfactions, although men were more articulate than women about low salaries and the limited time available for scholarly work.

Most faculty members stressed the need for substantial salary adjustments, in order to make academic careers more attractive, but women emphasized this less than men (44 vs. 66 percent). They also attached less weight to "reasonable" teaching assignments, adequate clerical help, assistance on research projects, and provisions for job security. On the other hand, they seemed more alert than their male colleagues to the need for better counseling and guidance regarding career opportunities in this field, for more scholarships and other financial aids for qualified candidates, and for graduate programs that would prepare such persons more adequately for their roles as college teachers.

In commenting on ways in which colleges might successfully hold faculty members, women's replies significantly exceeded men's on only a single item, namely that administrators should be more ready to recognize and commend faculty achievements (mentioned by 11 percent of the women and 3 percent of the men). Again a substantially larger percentage of men stressed improved salaries, reductions in teaching loads, better facilities for research, and increased provision of sabbatical and other types of leave for study.

Meaning of findings

Based on reports from women already teaching in college, the present analyses throw no light on the great number of outstanding women students lost to this field because they knew little about its possibilities or because they were given scant psychological or financial encouragement in this direction. The reports clearly suggest the need to acquaint women students with the challenges and satisfactions of such work, as well as with the unusual opportunities it presents to combine marriage and professional interests. Were this information circulated effectively, many superior women students planning to teach in the lower schools might view such experience as a stepping-stone to a college position, and others, whose primary commitment is to a subject field, might plan to fulfill their scholarly interests through membership in a college faculty. Broadened financial aids would also reduce talent attrition due to the long postponement or abandonment of plans for graduate studies.

The inservice education of women faculty members also requires special attention, judging from the present findings. Even more than their male colleagues, women need adjustments in work loads, special grants and leave for advanced study, and other aids that will encourage scholarly endeavor and professional activities beyond the campus.

Faculty Members in Roman Catholic Colleges

Although Roman Catholic colleges differ somewhat in objectives and programs from other types of higher institutions, their most distinctive difference probably lies in their development and continued sponsorship by religious orders. Since the latter furnish many teachers for these colleges, it seemed desirable to find out how such persons are recruited and what satisfactions they derive from this service. Various facts and comments given by 61 Roman Catholic priests, brothers, and sisters who participated in the study were therefore analyzed separately and compared with those secured for lay faculty members in their own and other 4-year colleges (see Eckert and Stecklein, 13, for further detail).

Personal background

Most of the religious faculty members had grown up in homes of very modest circumstance, where the father typically held a semiskilled, farming, or minor sales job. Only 3 percent of the fathers held professional jobs, in contrast to 24 percent for the lay group. Both parents typically had only an elementary school education; the figures for the religious faculty were again significantly below those for the lay group (61 percent of the fathers and 59 percent of the mothers of those who entered religious orders had not gone beyond the eighth grade, as compared with 36 and 34 percent, respectively, for the parents of lay teachers).

Entry to college teaching

Like their lay colleagues, these faculty members typically did not decide to become college teachers until some years after graduation from college. Since a religious teacher's first duty is to his or her order, it was not surprising that such persons made little mention of the prestige or security of college jobs, the favorable working conditions, or the opportunity for academic and social life as factors attracting them to the college teaching profession. They also placed significantly less stress than their lay colleagues did on the possibilities for research. Instead, their chief motivations in becoming college teachers seemed to lie in opportunities to promote the growth of young people and to contribute to society. In other words, their primary motivation seemed to be service. As in the case of lay faculty members, some noted appreciatively the influence that teachers, superiors, and college administrators had had on their plans to become teachers.

Almost half (48 percent) of the religious faculty were natives of Minnesota, compared with 28 percent of the other teachers, with correspondingly less representation from distant places, notably the Northeast and South. They were also a little older (45 and 43 years, respectively, the median age). A significantly higher proportion of the religious than of the lay faculty (56 vs. 42 percent) had taught in elementary or high school before taking their college posts. Although a few felt that they had stayed too long in such positions, most persons recommended experiences of this type for prospective college teachers.

Current activities

Faculty members in all the colleges devoted little time to research and scholarly writing, but the situation was especially acute for religious faculty members, perhaps because their services of prayer and worship also claimed several hours a day. Approximately three-fifths (61 percent) of these persons, contrasted with 42 percent of the lay teachers, said they had no time for such scholarly activities, and those religious faculty members who were managing to do some research or writing were given significantly less time than their lay colleagues to such activities.

Appraisals of college teaching career

Evident in the questionnaire replies and especially in the interviews was the strong religious dedication of these people. Beyond all else they viewed their work as a service to God, and this made even excessively long and dull tasks bearable. They also experienced certain satisfactions, chiefly in their contacts with students and colleagues. Thus they gave significantly more emphasis than their lay colleagues to such reasons as "like to help young people" and "covet the opportunity to observe the growth and success of young people." In constrast, they made little or no mention of a number of satisfactions that figured prominently in the lay faculty's replies. Only half as many religious as lay teachers mentioned "colleagues and associates" as a major source of satisfaction, and none cited opportunities to do research, to attend professional meetings, to live in an academic environment, or to enjoy the freedom and independence associated with college teaching.

Religious faculty members specified fewer dissatisfactions than their colleagues, chiefly because they were not harassed by the low pay and uncertainties regarding tenure and advancement that plagued many of the latter. Their concerns instead centered around excessive work loads, the number of routine tasks they had to do, and limited opportunities for continued study and specialization in their chosen fields.

Given an opportunity to reaffirm their earlier assignment or decision to teach in college, more than four-fifths of both the religious and the lay faculty said that they would do so. On general ratings made of this career choice, 62 percent of the religious faculty, compared with 49 percent of the lay group, said they were "very satisfied" with this career, and practically all the other priests and sisters gave "satisfied" ratings.

Recruiting and retaining college teachers.—Religious and lay faculty members made similar suggestions for attracting and holding staff, except that the former placed much less stress on salary increases and other measures for enhancing job security. In contrast, they seemed more alert than other faculty members to the need to identify promising candidates early and to stimulate and encourage interest in academic careers.

Meaning of findings

Members of religious orders are evidently recruited or assigned to college faculties because of their primary interest in teaching, which they view as a calling of deep religious and social significance. The fact that this sense of mission was often nurtured by parents or teachers suggests the important role that these individuals can play in the future staffing of church college programs. But much could be done, judging from these findings, to speed up the process by which such persons are prepared, since many sisters and priests spent many years in the lower schools before joining a college staff.

Perhaps because these persons had dedicated their lives to sacrifice and service, they carried unusally heavy workloads in their colleges, often without the assistance that most lay faculty members would demand. This seems to have diminished seriously their opportunities for reflection and scholarly research. Some redistribution of faculty responsibilities, aimed at nurturing deeper intellectual interests and commitments, would undoubtedly strengthen the instruction and bring greater academic distinction to the colleges involved. Increased opportunities to attend professional meetings, to undertake special off-campus assignments, and to pursue graduate or postgraduate studies at other institutions would also contribute to these ends.

FORMER SCHOOLTEACHERS

Many college faculty members are recruited from elementary and secondary school positions; others join a college staff without such prior teaching experience. Since 272 persons in the 21 baccalaureate and advanced programs studied had served at some time in the lower schools, it seemed appropriate to compare their job motivations and satisfactions with those of colleagues who had entered college teaching either directly from graduate school or from some type of nonteaching job. Salient findings from a longer report (Eckert, 8) are summarized below.

These teachers were clustered in institutions with a strong emphasis on teacher education; thus the five State colleges (formerly called teachers colleges) had the highest proportion of staff (66 percent) with such experience, and the University of Minnesota the lowest (28 percent), with the 15 liberal arts colleges occupying a midway position (49 percent). In the junior colleges, which were not included in this analysis, most staff members had had such experience. The group with prior teaching experience also included a significantly higher proportion of women faculty members (40 percent, compared with 16 percent for the group lacking such experience).

Personal information

These former schoolteachers did not differ significantly from their colleagues with respect to age, place of birth, or marital status, though they tended to come from somewhat lower socio-economic levels. Slightly more than half of the fathers of these faculty members had held jobs classified in the "unskilled," "semiskilled," or "skilled trades or farming" categories, yet they reported about the same levels of parental schooling, with a slightly higher percentage of the mothers attending college (23 percent vs. 15 for the group lacking such experience). Merton's studies (25) suggest that such a mobility precedent set by a parent or close relative may strongly encourage young people in lower-status families to aspire to professional careers.

Educational training and experience

Teachers who later joined college staffs came in significantly higher proportions from church-related liberal arts colleges (42 vs. 28 percent for the persons without this experience) and from State teachers colleges (15 vs. 4 percent, respectively). Fewer of the prospective elementary and secondary schoolteachers had been awarded honors at graduation or other types of academic recognition (41 vs. 55 percent of their colleagues).

Differences in both ability and financial support, suggested by the above figures, perhaps explain why fewer former schoolteachers had completed their doctoral studies (39 vs. 54 percent of those lacking this experience). Roughly 28 percent in each group had taken some work beyond the master's degree and could later swell the total for earned doctorates. An analysis of the fields in which advanced degrees had been conferred revealed a significantly higher concentration of the ex-schoolteachers in Education, and of their colleagues in the areas of the biological and physical sciences. This harmonizes with information regarding current teaching fields, where the largest difference occurred in the proportions teaching courses in Education (29 vs. 6 percent, respectively).

Motivations for career choice

These experienced teachers, like most other persons who join college faculties, chose this field rather late, typically after several other career possibilities had been explored, and, in this case, often after years of service in the lower schools. About a third of the former teachers said they had given some thought to the possibility of college teaching while still undergraduates; this was a little below the correlate figure for the other teachers.

In identifying their underlying interests or motivations for faculty service, staff members with some experience in the lower schools showed more concern than their colleagues for the teaching opportunities involved. More than half (54 percent) of the experienced teachers, for example, said they prized this opportunity to work with college-age students, a reason cited by 38 percent of their colleagues. In contrast, research interests were specifically mentioned by only 17 percent of those who had taught below the 13th grade, compared with 38 percent of the persons lacking such experience.

Both groups gave some weight to external or circumstantial happenings, such as being counseled in this direction by teachers or counselors, on their final decision to join a college faculty. It appeared, though from many of the comments made, that the former teachers often received such encouragement relatively late, sometimes not until near the end of their advanced studies. They also were awarded fewer graduate scholarships or fellowships (17 percent vs. 23 for the nonteaching group), and held fewer part-time college teaching posts (25 vs. 41 percent, respectively). In view of these facts and their established status in the lower schools, it is not surprising that such persons attached greater significance, in the decision-making process, to the actual offer of a college-level job than their colleagues did.

Current activities

Although total loads did not vary significantly, these former school teachers were investing significantly more hours than other staff members in classroom teaching and in the preparation required for it. Almost a third (29 percent) stated, for example, that they gave four-fifths or more of their time to their teaching responsibilities, almost double the figure (17 percent) mentioned by their colleagues. They similarly gave more attention to related student services, such as counseling and work with student organizations, than their colleagues did.

The activities that suffered most from excessive work in these other areas were research and the resultant scholarly writing. Thus 58 percent of the former schoolteachers said that they were currently devoting no time to such activities, compared with 31 percent of other faculty members. Only 19 percent of the experienced schoolteachers, as contrasted with 51 percent of their colleagues, estimated that 10 percent or more of their working hours went into research and writing. Fifty-one percent of the former teachers would like to give still more time to teaching and other student services, whereas only 32 percent of the nonteachers gave this response; this difference was significantly reversed for research activities.

Job satisfactions and dissatisfactions

Faculty members who have had experience in the lower schools, like those with other backgrounds, expressed generally favorable attitudes toward their jobs. Again the satisfactions expressed by most of these teachers concerned the work that college teachers do, suggesting that these activities are inherently pleasant and challenging. The two groups singled out somewhat different aspects for special mention, with the experienced teachers more often commenting on what it had meant to them to work with "better motivated students" and with "wonderful colleagues."

Most dissatisfactions were associated with the conditions under which college teachers work and with the meager recognition accorded their labors, with both groups sharply critical of low salaries (mentioned by almost three-fourths of all respondents) and of excessive work loads. Experienced teachers made slightly greater reference than their colleagues to limited facilities and to slow rates of promotion.

Asked whether they would be likely to reaffirm their career choice, knowing what they now do about college teaching, more than five-sixths of all these faculty members responded in the affirmative. Although some of the 272 experienced teachers were uncertain as to what they might do, not a single one gave a negative answer, as compared with 10 percent of their colleagues.

Meaning of findings

Since good teachers are needed at all levels of education, it would not be justifiable to meet the current college staffing crisis by an indiscriminate raiding of personnel in elementary and secondary education. But the present study suggests that more might be done to tap this source, which already furnishes a great many college teachers. Acquainting both prospective candidates and teachers at these levels with career possibilities in higher education should help to recruit persons particularly suited to college-level instruction; it might also enlarge all teachers' understanding of programs beyond the high school.

The findings similarly point up the need for more scholarship and fellowship aids, to help colleges get good teachers quickly, and for graduate and inservice training aimed at stretching teachers' conceptions of what membership in an academic community involves. Former schoolteachers seem to stand in special need of this, since they tend to carry to the college level the images or models developed in their work in the lower schools. Substantial improvements in economic standing and working conditions must clearly accompany such efforts, if the aim is to develop "scholar-teachers" for the colleges.

EDUCATION FACULTY MEMBERS

Although this group overlapped significantly with the one just discussed, teachers in departments and schools of Education were studied in some detail. Not only is there much public and professional speculation about "professors of education," but their attitudes and outlooks are likely to be communicated to prospective teachers and thus influence educational programs at all levels. Hence a special study (Eckert, 9) was made of the 97 persons who were principally engaged in teacher education, to find out what kinds of persons have been recruited to these jobs and how they regard their work.

Background information

Significantly more Education faculty members than those in the five other fields studied reported that their fathers had been farmers or skilled tradesmen (42 vs. 30 percent for the noneducation faculty), and correspondingly fewer had held clerical, managerial, or professional jobs. More of these teachers had also been reared in the great agricultural areas of the Midwest than their colleagues in other fields. Although Education faculty members came from homes rated somewhat lower in socioeconomic status, their parents had had approximately the same amount of schooling as that reported by teachers in other fields.

Faculty members in Education also resembled their colleagues in terms of age and marital status, except that the Education staff included a significantly higher percentage of women (41 percent vs. 25), which suggests that women have better career prospects in this field than in many of the other disciplines.

Educational training and experience

More than a fourth (28 percent) of the professors of education came from teachers colleges, compared with less than 10 percent of those teaching in other fields. Correspondingly fewer (33 vs. 52 percent) were products of public or private universities which had been particularly successful in nurturing interest in the sciences and other professions. Faculty members in all fields had earned many honors as undergraduates; however, the record for prospective professors of education fell short of that attained by most other faculty groups, and 73 percent reported that they had received no honors, as against 47 percent for the rest of the sample.

Future professors of education had paid a considerable portion of their undergraduate college expenses, and more than two-thirds (68 vs. 36 percent for the noneducation staff) said that they had financed their graduate studies chiefly by personal savings. This was probably necessary since they had received fewer graduate scholarships and fellowships, (reported by 11 and 28 percent, respectively) or appointments to junior instructorships (25 vs. 35 percent) than did candidates in most other fields.

Although about half the teachers in the basic courses in educational psychology, philosophy of education, curriculum, and administration held the Ph. D. or Ed. D. degree, the figure dropped to less than 25 percent for most of the special fields, such as physical, industrial, nursing, and art education. Typically only 1 faculty member in 3 had yet received the doctorate, although many more were working for it.

Motivations for college teaching

About a third of the Education faculty members said that they had given serious thought to career prospects in this field while still undergraduates; decisions to join a college faculty usually came much later. Both at entrance to college and at the time of graduation, the prospective Education faculty showed a markedly greater interest in elementary and secondary teaching than did persons now teaching in other fields. Approximately three-fourths (76 percent) of the former took such jobs immediately following their baccalaureate studies, compared with 36 percent of the others.

Education professors characterized their undergraduate attitudes toward college teaching in much the same terms as professors in most other fields, the typical respondent saying that he had looked upon it as an "attractive" field, but their ratings were significantly less favorable than those made by teachers of the humanities, whether the question pertained to a career for themselves or for other persons.

In identifying factors that had influenced them to choose college teaching, more of the faculty members in Education than in other fields (38 vs. 25 percent) cited the counsel of some respected college or graduate teacher. Education faculty members also placed more stress than their colleagues on the opportunities to work with college-age students (58 vs. 43 percent) and to contribute to general educational and social progress (46 vs. 30 percent). Fewer mentioned encouragement or reinforcement gained from fellowship or assistantship awards (16 vs. 27 percent). One disquieting finding was that 57 percent of the Education faculty members (compared with 36 percent in other fields) said that they had given little real thought to joining a college faculty until deans or department heads offered them such positions.

Education and non-Education staff members gave substantially the same reasons for joining the faculty of their present institution, although a few interesting differences emerged. The teachers of Education attached more significance to the age and type of students involved and to the opportunity to work in a field of special interest. Other staff members gave slightly more emphasis to research, although neither group placed this among their primary reasons for accepting the offer of a position.

Current activities

Although teaching constituted their major responsibility, as it did for most faculty members, Education staff members gave a little more time than their colleagues to student counseling, to organized student activities, to administrative and committee work, and to off-campus consultation and speaking engagements. A striking difference emerged in the time devoted to research and writing, where 65 percent of the Education professors, compared with 39 percent of those in other fields, reported that they were at present giving no time at all to those activities. Among those who did some research and writing, Education faculty members did significantly less than others, a difference particularly notable for senior staff members, who normally provide leadership in scholarly work. Many commented that they were so occupied in directing student research that they had no time to undertake personal studies.

In suggesting a possible redistribution of their working hours, education professors deviated somewhat from the general pattern by giving less emphasis to research endeavors and relatively more to teaching and related student services. Professors in other fields were more ready to reduce services to students, both within and outside the classroom, in order to conserve time for scholarly activities.

Appraisals of career choice

The general patterning of replies from Education and non-Education staff was quite similar, suggesting that these groups do not differ markedly in their evaluations of academic life. Only 7 of the 60 categories into which responses had been classified yielded statistically significant differences, suggesting that teachers of Education derive more statisfaction than their fellow faculty members from student contacts, and particularly from the opportunity to prepare teachers for the public schools. They were also more likely to cite fine colleagues and the freedom and independence they enjoyed as college staff members, sometimes contrasting the latter with less fortunate experiences in the lower schools. In contrast, they less often noted satisfactions accruing from opportunities to continue studies in their subject field, to carry on original investigations, and to work in an intellectually stimulating environment.

Most Education faculty members, like those in other fields, seemed to be pleased with their present career choice, with 94 percent choosing the terms "satisfied" or "very satisfied" to characterize their attitudes and 87 percent saying they would again choose this career, given an opportunity to do so. Not a single Education staff member gave a definitely negative answer, in contrast to 6 percent of other staff members.

Proposals made for recruitment and retention of staff tended to corroborate several of the differences cited above. Thus more college teachers of Education cited the need for preservice training programs and for raising the quality of college instruction, while more of their colleagues stressed the importance of providing time, money, and facilities for research, creating an intellectual climate favorable to scientific and creative work, and increasing the prestige attached to such accomplishments.

Meaning of findings

Most Education faculty members appear from these limited analyses to be rather broadly experienced people, interested in students and characterized by a real sense of mission. Their slants on professional problems resemble those of colleagues in other academic and professional fields, suggesting that they share many of the same values and goals.

These findings raise some important questions about the recruitment, *training, and continued professional development of teachers* of Education. The role of chance or accident in their entry to college teaching appears to have been even greater than for colleagues in most other fields. College teachers of Education also ranked somewhat lower in undergraduate honors, graduate awards, and earned doctorates, suggesting that not enough has been done to recruit able young people to this career or to help them prepare adequately for their tasks. As a result, many Education staff members spend their most creative years in part-time study aimed at amassing sufficient credits for advanced degrees. Some shortening of "apprentice" experiences in elementary and high schools might also help to supply departments of education with the young and vigorous teachers needed to upgrade the profession.

The limited research activity among professors of Education is another significant and disquieting finding of the present study. By striving to meet constantly expanding demands for new services, many faculty members in this field are evidently sacrificing time required to study the educational process itself and to work out new and better programs. Berelson's study (1) suggests that both graduate faculty members and recent Ph. D.'s in professional fields, including Education, are generally less satisfied than their colleagues in other fields with the present state of their discipline and feel that much could be done to improve its intellectual health and vigor.

SATISFIED FACULTY MEMBERS

As the present study progressed, it became evident that many faculty members were genuinely enthusiastic about their academic careers, whereas others were mildly approving or, in a few instances, quite disappointed or disgruntled about their choice. Ideally, any classification of individual faculty members' attitudes toward their work ought to rest on many evidences, including actual observation of their behavior over a period of time and carefully developed ratings on this point made by students, colleagues, administrators, and the teachers themselves. But since such supporting evidence was not available, the individual faculty member's own characterization of his attitudes was accepted.

The item on satisfaction with career choice did not discriminate many levels of satisfaction. Relatively few college teachers checked the lower steps of a 5-point scale provided for this purpose; 52 faculty members characterized themseleves as "uncertain," "dissatisfied," or "very dissatisfied." Given this situation an attempt was made to identify factors related to satisfaction and dissatisfaction by comparing the "very satisfied group" with the "uncertain," "dissatisfied," and "very dissatisfied" group.

Social and educational background

No differences emerged between the extreme groups ("very satisfied" and "dissatisfied") concerning place of birth, father's occupation, parental schooling, median age, or sex. Except for slightly more separated and divorced people in the "dissatisfied" group, they were quite similar in marital status and in size of present families. The two groups, in other words, had remarkably similar social backgrounds, so far as indicated by the present information.

The educational picture was somewhat different, for significantly more of the "very satisfied" teachers had completed their undergraduate work in private colleges and had taken extended graduate work. Forty-five percent of them already held the Ph. D. or its equivalent, as compared with only 23 percent of the dissatisfied teachers. A number of the latter (21 percent) had not yet earned a master's degree, as contrasted with only 7 percent of the very satisfied faculty members. Since about half of the members of both groups had won undergraduate honors, the above differences seem to reflect motivational factors rather than inability to fulfill advanced requirements.

Choice of career

Forty-four percent of the very satisfied teachers had begun to think seriously of college teaching as a career during their school or college years (as opposed to 22 percent of the dissatisfied group); on two further questions probing their undergraduate views on college teaching, more than twice as many as the dissatisfied teachers expressed distinctly favorable attitudes.

Reasons given for selecting the field also suggest some basic differences in what these groups were seeking, once they decided to become college teachers. The very satisfied teachers listed many more reasons related to the nature and significance of college teaching and gave relatively less weight than their colleagues to circumstantial factors such as the availability of jobs. Of special significance in recruiting college teachers is the fact that about a third (31 percent) of the very satisfied teachers, as contrasted with 8 percent of the dissatisfied, said they had been actively encouraged by some college teacher to enter the profession. In contrast, more than half (52 percent) of the dissatisfied teachers said they had been offered a job in college teaching without really seeking one, and another 19 percent said they had "drifted" into college teaching—both significantly higher figures than for satisfied teachers.

Present position

Further illuminating contrasts between satisfied and dissatisfied teachers are suggested by the explanations given for accepting their current positions. Three-fifths of the "very satisfied" teachers made some comment on the general type or mission of the college involved, as contrasted with a third of their "dissatisfied" colleagues. Almost a fourth of the satisfied teachers, as compared with 10 percent of the dissatisfied, said they had been influenced by the fact that they could work in the field of their special interest and perhaps thereby contribute significantly to their subject area. Factors extraneous to the work itself seemed to play a larger role in the dissatisfied teachers' decisions, as in their initial choice of the field. Thus a third said that they had chosen the position because it was "available" or was "offered to me", a contributing reason cited by only half as many (17 percent) of the very satisfied teachers. Similarly, salary and other economic considerations were mentioned by 21 percent of the dissatisfied and only 7 percent of the very satisfied teachers.

Although these groups did not differ significantly in the number of years they had been on college faculties, more than one-fourth (27 percent) of the "very satisfied" teachers were already full professors, as compared to 14 percent of the "dissatisfied"; this situation was reversed in the case of instructors (17 and 31 percent, respectively). Certain factors related to senior staff status, such as being allowed to teach courses in one's specialty and to advise advanced students, had evidently influenced these ratings, as did certain obvious advantages in salary and academic prestige.

About twice as many of the dissatisfied teachers (44 vs. 25 percent of the very satisfied) said that they were spending 17 or more hours in class services each week. Since laboratory sections typically require more contact hours for the allotted credit, this probably reflects the heavy concentration of natural science instructors in the dissatisfied groups. Given an opportunity to suggest changes in the use of their time, only 11 percent of the "very satisfied" said that they would like to devote less time to teaching, as contrasted with 31 percent of the "dissatisfied."

Another significant difference was related to committee work. About a fourth (23 percent) of the "very satisfied" faculty members reported that they gave 20 percent or more of their working time to committee and administrative duties, a figure that dropped to 10 percent of the dissatisfied group. Since the "very satisfied" group included more full professors, this difference should perhaps be expected. There was also some evidence, although not statistically conclusive, that "very satisfied" teachers spent more time than their fellow teachers on research and writing and wished to increase this proportion substantially.

Appraisal of college teaching career

Two satisfactions that many faculty members listed—"like to work with college-age students" and "association with fine colleagues"—did not distinguish clearly between these extreme groups, but 34 percent of the "very satisfied," compared with 17 percent of the "dissatisfied," cited the intellectual challenge and stimulation of the job as a major satisfaction, and small differences on a number of other points, although not statistically significant, pointed in this same direction.

The biggest difference occurred on listing as a dissatisfaction low salaries, specified by 60 percent of the "dissatisfied" and 41 percent of the "very satisfied." Complaints about their colleagues' narrow interests and lack of intellectual curiosity were voiced by 14 percent of the "dissatisfied" and only 3 percent of the "very satisfied," suggesting that the "dissatisfied" teachers often accepted positions without inquiring sufficiently into the general atmosphere and expectations of a given campus.

When asked to suggest how colleges might retain good faculty members, the overwhelming vote was to raise salaries. Similarly, there was substantial agreement that workloads should be lightened and conditions of service improved. Some "very satisfied" teachers (8 percent) recommended better facilities for research and teaching, as a means of holding good faculty members, whereas none of the dissatisfied mentioned this.

A few significant differences in the attitudes of the two groups also emerged in their suggestions for recruiting and retaining new staff members. Almost four times as many "very satisfied" as "dissatisfied" teachers (22 vs. 6 percent) suggested that members of the profession should create a favorable image of the college teacher by showing, through their own actions and attitudes, that academic life is pleasant and richly rewarding. Similarly, 9 percent of the "very satisfied" but none of the "dissatisfied" thought that college teachers ought to try harder to interest qualified students in this field.

Meaning of findings

The "very satisfied" teachers had begun earlier than the others to think about college teaching as a possible career and had developed considerable respect for the profession during undergraduate years. Persons already in the field had also given them more advice or encouragement in this direction than less satisfied colleagues received; they also prepared more thoroughly for faculty service, with twice as many earning a doctorate. Early identification with the mission of the college teacher apparently generates attitudes and practices favorable to superior performance in this role.

Teachers enthusiastic about their careers were also more likely to enter the field for reasons centering chiefly around the work they would be doing, rather than the associated benefits or rewards. Their reported satisfactions also reflect this concentration on intrinsic values, rather than on practical or status-oriented concerns. Perhaps more than anything else, the present findings underscore the need for helping prospective candidates find out whether such work will actually suit their interests and aspirations and for developing the general climate for learning and teaching in which such hopes can be fulfilled.

SUMMARY

These studies of five subgroups of college teachers testify once again to the variety of backgrounds, training patterns, and interests found among college teachers. Certainly they warn against building any stereotyped or over-generalized picture of academic men and women, since this would not accurately characterize many members of the profession.

The first three groups surveyed—women, members of religious orders, and former school teachers—present special problems in recruitment, and studies in depth will be required to find out how the potential talent resources in these categories can be effectively tapped. By substituting limited factual data for speculations about professors of education, the fourth analysis sheds some light on the motivations and services of such persons, and therefore encourages intelligent self-examination as well as more accurate interpretation of their roles to others. The final study, dealing with "very satisfied" teachers, yielded quite a number of useful clues for strengthening the profession, some of which will be developed in the next chapter. In general, these brief "portraits" of college teachers dramatize the need for better professional and public understanding of differences among college teachers, and of how such diversity can be exploited as an asset in the years ahead.

CHAPTER VI

Major Findings and Implications

THE PRESENT STUDY of Minnesota college teachers was designed to find out why these individuals had chosen this particular career and what they thought of their jobs. Limited to faculty members in one State, it was essentially an exploratory study, aimed at refining techniques and discovering relationships that might be examined systematically in later studies.

Information regarding persons currently teaching in the 32 private and public higher institutions of Minnesota was secured through a 4-page printed questionnaire and through interviews with a random sample of respondents, as explained in chapter I. Major findings will be briefly reviewed in this chapter, and some implications suggested for future efforts to recruit and hold qualified faculty members and further research on "the academic man."

TEACHERS IN 4-YEAR COLLEGES

Since the present report gives essentially an overview of the study procedures and outcomes in highly condensed form, the following statements summarize only major findings, which are limited in all cases to faculty members in Minnesota's 15 private liberal arts colleges, 5 State colleges, and the University of Minnesota.

Findings concerning these Minnesota faculty members:

1. They closely resembled college teachers elsewhere with respect to sex (73 percent were men), median age (43 years), and the percentage holding various advanced degrees. The distribution of major subject fields and academic levels, as typified by rank, was that expected from national studies.

2. Two-fifths of their parents had not gone beyond the eighth grade, and only a fourth of the fathers and a fifth of the mothers had attended college. Relatively few parents had taken graduate or professional work. The fathers of almost half the group had been farmers, skilled or semiskilled tradesmen, or laborers. Except for the staffs at the university and

two or three selected liberal arts colleges, these faculty members typically came from lower socioeconomic classes than have been reported in other studies of college faculties, and considerably below the level from which medicine and law draw most of their candidates.

3. They had not seriously considered college teaching as a career goal until rather late in their schooling, typically not until well after college graduation. Nine percent said they had given some thought to this career before they entered college, and 38 percent had begun to think seriously about it while still undergraduates, but only 1 faculty member in 8 reported this as his actual career goal at the time he graduated from college.

4. Personal interests or motivations seemed to play a larger role in their decision to become a college teacher than external or situational factors did. Ranking high among the reasons specified for choosing this field were a desire to work with college-age students, intense interest in a particular subject, the intellectual challenge of such a job, and attractive working conditions.

5. The unsolicited offer of a college teaching job was the most frequently cited external factor leading them into college teaching. College teachers had suggested this career to about a fourth of them; a similar proportion, overlapping considerably with the first group, stated that some college administrator or counselor had talked to them about career prospects in this field.

6. Public and private colleges had contributed almost equally to their undergraduate preparation, although most of them now taught in a State institution. From two-thirds to three-fourths of them returned to an institution of the same general type that they had attended as undergraduates.

7. Almost half of them had received special academic recognition as undergraduates, and about a fourth had been awarded scholarship or fellowship aids; but most of them had relied, as undergraduates, on financial help from their parents and on part-time employment; personal savings, supplemented with earnings from assistantships or junior staff positions, had chiefly financed their graduate studies.

8. Most of them had made extended preparation for their careers, with more than two-fifths of the sample (44 percent) holding a Ph.D. or other comparable doctorate. About one individual in four (28 percent) had some training beyond the master's level, although he had not yet earned the doctorate.

9. Almost half (47 percent) of them had taught at some time in elementary or high schools, and many others reported former positions in business, industry, or government. Two-fifths had been teaching at some other college when they were offered their present positions; an additional 22 percent had come from elementary or secondary school posts; 16 percent had left nonacademic jobs to join the staff of their present institution, and the others had been recruited straight from graduate school.

10. Most of them said they had selected their present colleges for reasons associated with the character and challenge of the work involved; thus many had been swayed by opportunities to teach in a field of special interest or to have better facilities and resources for such study, but a minority had been strongly influenced, in making such decisions, by religious reasons and by their personal commitment to the school's philosophy and objectives.

11. They had typically been on college faculties for nearly 10 years, 8 of which had been spent in their present institutions, indicating that college teaching is a "holding" profession.

12. Teaching activities currently claimed about three-fifths of their working time, the rest being unevenly distributed among counseling, committees, research, writing, and public service functions. More than three-fifths (62 percent) said they would like to give *more* time to research and scholarly writing. When queried about desired reductions or curtailments in their services, slightly more than a third hoped for some relief from administrative and committee duties, while lesser portions sought reductions in teaching, counseling, or public service activities.

13. Half of them described themselves as "very satisfied" with their career choice, while another 42 percent expressed milder degrees of approval. Similarly, 83 percent said they would probably select this field again, assuming that they could repeat their decision. Five percent thought they would not do so, while the others were uncertain or declined to comment.

14. They reported satisfactions from professional services centered chiefly around the kinds of tasks they performed. High among those cited were the opportunities to continue studies in a field of special interest, to work with college-age youth, and to live in a community of scholars. The freedom that college teachers enjoy was mentioned more often in enumerating job satisfactions than it had been in explaining reasons for choosing this field.

15. Complaints or dissatisfactions mostly concerned the inadequate rewards for services. The negative aspect most frequently listed—low salary level—was mentioned by almost half of all respondents, but complaints were also lodged regarding excessive work loads, routine duties that could well be performed by secretaries or clerks, and the indifferent or hostile attitudes of some students toward their studies.

16. In recommending measures that might encourage capable young people to enter college teaching, they overwhelmingly stressed higher salaries. Other suggestions included a wider search for promising candidates, more information on the advantages of academic life, broader scholarship and financial aid, and better counseling for prospective teachers. To improve retention, they again gave priority to improved salaries and fringe benefits, but also advocated lighter work loads, more time for research, and a more stimulating intellectual atmosphere.

SPECIAL GROUPS OF COLLEGE TEACHERS

Even on the same campus, faculty members normally show quite a range of attitudes colored by their particular group membership. To sumarize the findings from studies of particular classes of faculty members:

1. Junior college teachers generally came from homes of lower socioeconomic standing, had had more teaching experience in the lower schools, and were currently giving much more time than their colleagues in 4-year colleges to teaching and counseling. Since practically all Minnesota junior college faculty members hold their classes in high school buildings and must

conform to general policies and regulations set for teachers at lower academic levels, many felt that they were not enjoying the full status of college faculty members. Significantly more junior college faculty members than those teaching in 4-year colleges were dissatisfied with their jobs, and about a third said they would be unlikely to make the same decision, were they again faced with this career choice.

2. Women faculty members, like junior college teachers, had come to their posts by rather long and involved routes, and were largely clustered in the junior academic ranks, even though they were six years older, on the average than their male colleagues. Although they seemed to be reasonably satisfied with their jobs, they placed greater stress on human values than did their male colleagues and gave less emphasis to the opportunities that such careers offer for original investigations and creative work in some field of particular interest.

3. Faculty members who belonged to religious orders came, in much higher than expected frequency, from homes characterized by little formal schooling. Had a religious order not underwritten their advanced schooling, few of them would probably have taken college and graduate work. Their interests centered largely around teaching functions, which seems to reflect the religious and social motivations that had led them into their present careers. Few were conducting research or expressed any great interest in this phase of faculty work, but they seemed to derive many satisfactions from their roles as faculty members, again largely expressed in terms of fostering students' development and helping to build a better society.

4. Former school teachers came from homes of modest circumstances and had seldom aspired, as undergraduates, to anything beyond elementary or secondary school teaching. They typically remained in such positions for 10 years, some staying as long as 20 or 25 years. When they later joined college staffs, they usually taught junior level courses in English, foreign languages, social studies, or education. Only a fourth had earned a doctor's degree, and few were participating in any systematic research or writing activities. Satisfactions experienced from college service were primarily centered in student growth and harmonious relations with colleagues; dissatisfactions were generally because of the low prestige and salaries associated with junior-level positions.

5. Education faculty members included significantly higher proportions of women and of persons who had taught in the lower schools, making the findings for this group similar to those outlined above. Again certain cultural disadvantages of coming from rural, and sometimes immigrant, homes were compounded by schooling largely limited to classroom experiences, due to heavy outside work, and by a long professional sojourn in the lower schools. Heavy teaching, committee, and off-campus responsibilities also seriously cut into hours that might have been used for general scholarly and cultural development; yet Education faculty members seemed to be as satisfied with their career choice as colleagues in other fields and more ready than certain groups, notably science teachers, to reaffirm it.

6. Highly satisfied teachers had usually chosen this field quite early, and had received more active encouragement in this direction from parents and teachers and from scholarship awards than had their less satisfied colleagues. As a result, a strikingly higher percentage had earned a Ph. D. or equivalent degree and had advanced to senior-level college positions. They

participated significantly more in research and administration and showed more interest than other staff members in the instructional phases of their jobs. They also seemed to be more concerned about building up the profession through policies of selective recruitment and retention.

Each of the analyses made of specific groups of college teachers yielded some significant differences. In other words, persons who varied notably on a particular criterion could be reliably distinguished on certain other points relating to their backgrounds, training patterns, present experiences, or attitudes toward college teaching. Fragmentary as these analyses were, they suggest relationships which should be explored more fully and taken into account in planning for the recruitment and inservice development of college teachers, as the following discussion suggests.

Tentative Conclusions

The findings from this exploratory study seem to justify certain tentative conclusions about college teachers—their origins, training patterns, career motivations, present services, and general outlook concerning their profession. These conclusions, and their significance for recruiting and holding good teachers, are briefly:

1. *Many college teachers, it seems, drift into this field rather than enter it by clear design.* Most of the participants in the Minnesota study did not look forward during their undergraduate years, as young people entering most other professions do, to the roles they now perform. Nor had many of their own teachers or counselors taken active steps to encourage consideration of this field. The present findings point up the need for a well-organized effort to identify and enlist promising candidates for future service as college teachers.

2. *College teachers begin their service rather late, often as many as 5 or 10 years beyond the time when the young scientist, engineer, or business executive does.* Not only is the choice itself made relatively late, but most candidates must support themselves, and often their growing families, during their years of graduate preparation. More generous scholarship and fellowship aids would do much to dispel the "sense of suffocation" many candidates experience because of the long course of their learning: they would also help colleges to get good teachers more quickly. By increasing the number of persons interested in advanced work, such aids would be likely to raise education's share of candidates for advanced degrees and hence of potential candidates for college teaching.

3. *College teachers make extended preparations for their careers—almost half the present sample hold the highest earned degree, and many others are nearing this objective.* Though the Minnesota picture in this respect is favorable, representing a definite advance over earlier levels of training, this cannot be maintained or further improved without a sharply focused effort to attract qualified people and to help them get the necessary training.

Otherwise the level of new faculty members' preparation is likely to slip dangerously under the pressure of soaring student enrollments, as recent studies by the National Education Association (26) of college teacher supply and demand suggest is already happening. The problem is not only that of attracting qualified new teachers but of keeping all teachers "constantly renewed" through more adequate provisions for their continued professional development.

4. *College teachers are serving, for the most part, in institutions similar to those in which they took their undergraduate work.* This suggests the need for special recruitment measures in each type of college, if the future of that program is to be soundly assured. But while every college needs a substantial core of faculty members whose personal goals harmonize closely with institutional purposes, these findings also seem to warn against excessive "inbreeding" in college programs.

5. *College teachers work at their tasks with considerable intensity and devotion, usually giving the largest share of their time to instructional activities.* Although the patterning of activities varies somewhat from institution to institution and from one discipline to another, research and scholarly writing are suffering most in the competition for faculty time. Expanding demands for new instructional and community services are apparently mortgaging the hours that many faculty members might otherwise have given to studies that would expand their own horizons, enrich their teaching, and encourage the constant pioneering and invention that should characterize professional service. The present findings seem to call for some reappraisal of the services rendered by college teachers to study the possibility of reducing routine chores and encouraging continued growth as "learning" men and women.

6. *College teachers derive many rewards and satisfactions from their work.* Chief among these has been the opportunity to work with college-age youth, to continue their own intellectual growth, and to be associated with a task of vast social import. Since such satisfactions are usually experienced only after some years in the profession, faculty members doubt that they can be effectively communicated to students, as an inducement to enter teaching, without a well-planned program to interest the students in careers in this field, without essential improvement in conditions of service, and particularly without marked increases in salaries and other benefits.

7. *College teachers' disappointments or frustrations arise chiefly from the circumstances under which they work, not from the nature of the job itself.* Such limiting conditions can have serious consequences, as many participants noted, for college teachers cannot do their best work when they are harried with financial worries, when they must spend considerable time on trivial or inconsequential tasks, or when their contributions are not properly recognized. Salary advances and improved conditions of service would rectify many of these problems and can be attacked constructively by college boards, State legislatures, and other groups that wish to recruit and retain qualified teachers.

8. *The great majority of college teachers would choose the same vocation, given an opportunity to reaffirm their decision.* Five-sixths of the persons sampled said that they would again select college teaching, a fact which corroborates earlier findings regarding the generally high morale of college

teachers. Yet there were some faculty members in every college who were uncertain or who said categorically that they would not do so. Although the present evidences are sketchy, they support other studies, notably those by Schaffer (32) and Roe (30), which show that job satisfaction tends to vary with the extent to which felt needs are met. Teachers whose self-concepts had evidently been strengthened through the creative and socially significant contributions they were making as college teachers appeared to be the most satisfied with their occupational roles.

The above findings afford college teachers many reasons for being proud of their profession. By and large, those now teaching in the colleges sampled are well-trained, experienced people, who chose this field for good reasons and who measure up well on the criteria normally used to judge professional attainments. Moreover, the great majority appear to be deeply dedicated to their work and to be deriving many satisfactions from it. Throughout most of the replies there was evidence of a strong feeling of pride and responsibility in being a college teacher.

However, the findings also point up a serious challenge to persons concerned about this country's future supply of college teachers. Little has been done, in the judgment of these faculty members, to promote public understanding of the key importance of college teachers in a free society, or to interest outstanding able young men and women in this field. More information is clearly needed as to why individuals do select this field and what continues to hold most of them, despite economic handicaps and the frustrations associated with overcrowded programs.

Suggested Research

If the distinctive satisfactions and rewards of college teaching are to be fully understood, far more study must be given to the questions explored in this report. Research along the following lines should help to assess the present drawing power of college teaching, and to suggest how larger numbers of qualified persons might be attracted and held in this field.

1. *Longitudinal studies, tracing the development of career motivations over a considerable period, are urgently needed to supplement present cross-section approaches, where recollections of influential factors substitute for more direct reports.* Investigations launched now, along the lines of Project Talent and Super's on-going study (39) of career planning, if continued over the next 10 years, would yield a wealth of information about how school and college students perceive careers in college teaching and related professions at different points in their educational development. Only such continuing studies can throw adequate light on the "fore period" in vocational choice, which Super (39), Cooley (5), Tiedeman (40) and others are

investigating to find out how an individual explores, crystalizes, and specifies his career choice, and of what influence intervening experiences have on his identification with a given career role.

2. *Comparable studies are also needed of college teachers and of persons with equal training and potential who had never considered college teaching as a career, or who had headed toward this goal but were drawn away into other fields.* Because the present study was restricted to persons already on college faculties, it provides only limited clues to the distinguishing characteristics of college teachers, as compared with persons in other professional and high-level business or governmental posts. Combined with the findings of the developmental studies sketched above, such cross-sectional studies should yield many revealing insights into the dynamics of this career choice and the resultant job satisfactions.

3. *Studies of the images that various groups have of college teachers would help to identify major blocks or obstacles in recruiting candidates to this field.* Studies currently being made of superior college students' attitudes toward college teaching as a career (Corcoran, 6; Stedman, 36; O'Dowd and Beardsley, 27) need to be supplemented with careful probings of the opinions and outlooks of high school, professional, and graduate students as well as faculty members in the same programs. Similar studies, involving trustees, legislatures, professional men and women in other fields, and the general public, would aid in defining lay images of the college teacher. Groups presently underrepresented on college staffs, such as women and persons from minority groups, might be given particular attention in such studies, as Berwald (2) is now doing in her investigation of attitudes and practices affecting the employment of women faculty members.

4. *Various methods of recruiting students to careers in college teaching should be systematically evaluated, in some instances through carefully planned experimental studies.* Little is known today, for example, about the relative effectiveness of various planned methods, such as individual teachers' efforts, scholarship and fellowship aids, special courses in higher education, voluntary informational sessions, individual and group counseling, and actual teaching experiences in attracting students to this career. There is even less knowledge of the general home, school, and community factors that may predispose a student to this choice. Attention should be given in such studies not only to the kinds of information that prospective candidates need but to the processes by which they develop the self-understanding and value-systems required for an intelligent commitment to this field. Judging from Roe's (31) finding that the most important factor in the final decision to become a scientist was usually the youth's discovery that he could do research on his own, and Merton's (25) that it is in contacts with patients that the student-physician most clearly perceives himself as a doctor, student-teaching experiences particularly merit study, to find out what they may uniquely contribute to the above goals.

5. *The "peculiar potency" of some colleges or universities in stimulating interest in graduate studies and later careers in college teaching similarly challenges study, to find out what particular kinds of academic environment generate or reinforce motivations in this direction.* Taking adequate account of differential college attendance, not only in terms of intellectual abilities but of personal traits and values that favor such decisions, as Thistlethwaite (41) and McConnell and Heist (23) have done in their

recent studies of National Merit Scholarship winners and near-winners, such studies might probe campus attitudes and practices in highly productive institutions and in those that rarely motivate students in these directions. The kinds of teaching done in the two types of institutions might also be studied critically, to find out what kinds of models students are likely to develop for their own later service as college teachers.

6. *Another virgin field for research involves the preparation of candidates for college teaching, to assess the influence of teaching and research assistantships, teaching internships, junior staff positions, and special study of college and university problems on later effectiveness in this role.* The whole process of transition from graduate schools to college classrooms also needs to be analyzed imaginatively, to find out how candidates can be helped to become good teachers and to gain more satisfaction from this aspect of their faculty roles. Guba's study (18), based on teachers in the lower schools, suggests important relationships between administrators' actions and successful adjustment to teaching that should also be explored in the college and university context.

7. *More probing investigations of the interests and personality needs of faculty members, using standardized tests, projective techniques, and depth interviews, should aid in discovering what they seek from their jobs and how compatible their self- and role-expectations really are.* Comparisons of faculties in different types and levels of colleges on these points might also throw revealing light on the congruence between these patterns of faculty interests and values and the "environmental press" on particular campuses. The significant pioneering work done by Pace and Stern (29) and Thistlethwaite (41) on this point shows the importance of studying the social and cultural environments of academic service as well as the personal qualities of the individuals involved. Particular attention might be given in such studies to teachers in various disciplines who not only like their jobs but are also judged by students and peers to be excellent teachers, to find out more about their individual characteristics—intellectual, emotional, and social—and about the departmental and college environments that have helped to stimulate and release their talents.

8. *More studies are also needed of "mobility" and "mortality" among college teachers.* Movements in and out of jobs on college and university faculties should be carefully analyzed, along the lines that Caplow and McGee (4) and Stecklein and Lathrop (35) have recently done, to discover factors associated with job and position choice, and to find out what kinds of individuals shift positions frequently or even move out of academic work. Gustad's findings (19) suggest that it may be possible to identify such restless, high-mobility individuals, and thereby help both the persons and institutions affected by these frequent job changes.

Speaking at the 1960 Berkeley conference on research on college students, Goodstein (16) advocated a comprehensive program of studies aimed at getting a truly "macroscopic" view of college students. In view of the critical need for college teachers, it seems equally important to gain such a broad perspective on their origins, career development, and present activities and services.

As further research is undertaken, many additional ideas for studies should be generated regarding college teachers and their motivations for this career. Studies can then be more effectively designed to identify the personal and situational elements typically involved in the decision to become a college teacher in particular fields or in particular types of institutions. Once a clearer conceptual framework is developed for such research, succeeding studies might also investigate the factors related to success in college teaching. But action on these problems need not and should not be delayed until such findings are in hand. Even the present limited data justify taking far bolder steps to attract persons intellectually and emotionally qualified for service as college teachers and to make their services more productive and satisfying. A society that urgently needs many varieties of educated talent must also quickly find better ways of honoring and rewarding its major producers.

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APPENDIX

Questionnaire Used in Study

STUDY OF FACTORS RELATING TO CHOICE OF COLLEGE TEACHING

College enrollments are already beginning to skyrocket. Information is urgently needed which will be helpful in recruiting and training additional college teachers to help meet these rising enrollments. This questionnaire has been designed to find out how you came to enter college teaching, the nature of your background and training, your present job responsibilities, and your attitudes toward college teaching as a career. Since you are part of a limited sample, we urge you to reply as faithfully and accurately as you possibly can to help us obtain a better picture of college teachers in Minnesota. We sincerely appreciate your giving us your time to help in this study.

I. CHOICE OF CAREER

A. When did you first think seriously about college teaching as a career? Please check (√) below.

- ____^{1} in elementary or junior high school
- ____^{2} in senior high school
- ____^{3} between high school and college
- ____^{4} during first two years of college
- ____^{5} during last two years of college

(9)

- ____^{6} between college and graduate school
- ____^{7} during first half of graduate study
- ____^{8} during last half of graduate study
- ____^{9} after receiving highest degree
- ____^{0} other (please specify)________________

(9)

B. What was your career goal at each of the following points in your life? (Please specify, if possible, your precise goal, e.g., "teaching high school math," "chemical research," etc.)

When you entered college?________________________________ (10)____

When you received your Bachelor's degree (or equivalent)________________ (11)____

When you received your highest degree________________________ (12)____

C. How did you become interested in college teaching? (a) Please check (√) the factors in the lists below that influenced your choice of career.

External Factors

- ____^{1} High school staff member suggested it.
- ____^{2} College teacher recommended it.
- ____^{3} College administrator or counselor encouraged me.
- ____^{4} Parent, friend, or relative favored this choice.
- ____^{5} Graduate fellowship or assistantship was offered me.
- ____^{6} College teaching job was offered although I hadn't sought one.
- ____^{7} G.I. benefits enabled me to take advanced work.
- ____^{8} Armed forces training led me into field.
- ____^{9} Husband (wife) was, or planned to be, a college teacher.
- ____^{X} Just "drifted" into college teaching.
- ____^{0} Other________________

(13)

Internal Factors

- ____^{1} Became so interested in subject I wanted to continue its study.
- ____^{2} Desired to work with college-age students.
- ____^{3} Wanted a job with security and prestige.
- ____^{4} Felt I could contribute more to my field by teaching in college.
- ____^{5} Wanted an opportunity to pursue research activities in my field.
- ____^{6} Felt I could make the greatest contribution to society in this area.
- ____^{7} Liked working conditions (flexible schedule, vacations, relative independence, etc.)
- ____^{8} Wanted to be a part of the college academic and social life.
- ____^{9} Desired to emulate a certain college professor.
- ____^{X} Thought it would offer more intellectual challenge than other careers.
- ____^{0} Other________________

(14)

(b) Please double-check (√√) the *one* factor among the 20 listed above which you feel had the *greatest influence* on your choice. (13-14)____

PLEASE TURN THE PAGE

D. How did you regard college teaching as a career at the time you received your baccalaureate degree? Please check the appropriate space in each column below.

	As a career for myself	As a career generally speaking
Highly attractive	____1	____1
Attractive	____2	____2
Had no opinion	____3	____3
Unattractive	____4	____4
Highly unattractive	____5	____5
	(17)	(18)

E. Did you feel your parents had a definite vocational goal for you when you entered college?
Yes____1 No____2 Don't recall____3 (19) If yes, what was this goal____________________ (20)____

II. PREPARATION FOR CAREER

A. Please provide the information requested below concerning your undergraduate and graduate education. List all colleges attended. If no degree was conferred, write "none" in the space under the column headed "degree conferred."

Name and location of college or university attended	Undergraduate Study			Master's Program			Doctoral Program		
	Major Field	Degree Conferred	Year Conferred	Major Field	Degree	Year Conferred	Major Field	Degree	Year Conferred

Advanced study not aimed at a degree:

(21)____
(22)____
(23)____
(24)____
(25)____
(26)____
(27)____
(28)____
(29)____
(30)____
(31)____
(32)____
(33)____
(34)____
(35)____
(36)____

B. Did you graduate from college with any type of academic distinction? Yes____1 No____2
If yes, please specify honors received____________________ (37)____

C. Which of the following means of support did you use to finance your undergraduate and graduate study?
(a) Check the appropriate space or spaces in each column.

Undergraduate	Graduate	
____1	____1	Parents' financial assistance
____2	____2	Personal savings
____3	____3	Borrowed funds
____4	____4	G.I. benefits
____5	____5	Wife's (or husband's) earnings
____6	____6	Scholarship or fellowship
____7	____7	Assistantship
____8	____8	Instructorship or other staff position
____9	____9	Other campus jobs
____0	____0	Off-campus jobs
____X	____X	Other________________
(38)	(39)	

(b) Double check (√√) your major source of support at each level.

(40)____
(41)____

PLEASE GO ON TO THE NEXT PAGE

D. (a) Have you held a full-time job in an occupational field other than college teaching since you graduated from college? (Do not include summer appointments.) Yes____ No____

If yes, please specify area(s)________________________________ (42)___

(b) Give a descriptive title of your first full-time job after receiving your baccalaureate degree________________________________ (43)___

(c) Give a descriptive title of the last full-time position you held before joining the staff of your present institution________________________________ (44)___

(d) 1. How many years, including the present one, have you been on the full-time staff of any college or university?__________ (45)___

2. How many of these were spent at your present institution? __________ (46)___

III. PRESENT POSITION

A. List below the one or two *main reasons* why you chose to teach in your present type of institution (i.e., private liberal arts college, teachers college, etc.)

1________________________________ (47)___

2________________________________ (48)___

B. What was your teaching load during the fall term of the current academic year in terms of

number of credit hours?________ (49)___

number of class (or contact) hours?________ (time actually spent per week in classes, labs., etc.) (50)___

C. (a) What percentage of your total professional activities in the fall term would you estimate was devoted to each of the following functions?

1. ______% Teaching activities (including preparation, thesis advising, grading, etc.) (51)___
2. ______% Counseling (personal and academic) (52)___
3. ______% Other services to student groups. (53)___
4. ______% Research and scholarly writing. (54)___
5. ______% Committee and administrative duties. (55)___
6. ______% Off-campus services (professional meetings, community talks, consultant services, etc.) (56)___

100%

(b) To which of the above activities would you prefer to give:

more time? [circle the number(s)] 1 2 3 4 5 6 (57)

less time [circle the number(s)] 1 2 3 4 5 6 (58)

no change desired__________

IV. PERSONAL INFORMATION

A. Marital Status: ____^{1}Single ____^{2}Married ____^{3}Widowed ____^{4}Separated or Divorced (59)

B. No. of children ____(60)

C. Your present age: ____^{1}Under 25 ____^{2}25-34 ____^{3}35-49 ____^{4}50-64 ____^{5}65 or over. (61)

D. Birthplace: ____^{1}Minnesota ____^{2}Other state________________ Specify

____^{3}Foreign country________________ Specify (62)

E. Parents' Occupations: (If teacher, specify level.) Father________________ (63)___

Mother________________ (64)___

F. Parents' Schooling: (highest grade attained) Father________________ (65)___

Mother________________ (66)___

PLEASE DO NOT FORGET TO GIVE US THE IMPORTANT INFORMATION REQUESTED ON THE NEXT PAGE.

V. APPRAISAL OF COLLEGE TEACHING AS A CAREER

A. What are the two or three chief satisfactions you derive from college teaching?

1. ______________________ (67) ___
2. ______________________ (68) ___
3. ______________________ (69) ___

B. What are your main dissatisfactions with college teaching as a career?

1. ______________________ (70) ___
2. ______________________ (71) ___
3. ______________________ (72) ___

C. Please check the expression below which best describes your present attitude toward college teaching as a career.

( )^1	( )^2	( )^3	( )^4	( )^5	(73) ___
very dissatisfied	dissatisfied	indifferent	satisfied	very satisfied	

D. Do you think you would again choose to work in an educational institution if you could remake your decision?

Yes____^{1} No____^{2} Uncertain____^{3}

If not, what field would you choose?______________________ (74) ___

E. What two or three measures would you recommend that colleges and universities take:

(a) to encourage qualified persons to enter college teaching?

1.______________________ (75) ___
2.______________________ (76) ___
3.______________________ (77) ___

(b) to retain good faculty members on college campuses?

1.______________________ (78) ___
2.______________________ (79) ___
3.______________________ (80) ___

F. Any additional comments you may wish to make will be welcomed. Attach extra sheet if necessary.

Your responses to this questionnaire will be treated confidentially, and will be seen by no one but the research staff of the Bureau of Institutional Research. Please return the completed form to the Bureau of Institutional Research, University of Minnesota.

This study, conducted under a research grant from the U. S. Office of Education, is being directed by Dr. John E. Stecklein and Dr. Ruth E. Eckert of the University of Minnesota. Twelve representatives of Minnesota public and private colleges comprise two advisory committees for the project.

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